DOCUMENT RESUME

ED 183 293		PS 011 292

AUTHOR	Gotts, E. E.
TITLE	Early Childhood and Parenting Research Program. Final Report.
INSTITUTION	Appalachia Educational Lab., Charleston, W. Va.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Dec 79
GRANT	NIE-G-0201
NOTE	157p.
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Child Rearing; *Children; Data Collection; Early Experience; Family Environment; Followup Studies; *Home Programs; Information Dissemination; *Intervention; Interviews; Low Income Groups; *Parents; Preschool Education; *Program Descriptions; *Program Effectiveness; Siblings; Surveys
IDENTIFIERS	*Home Oriented Preschool Education Follow Up Study

ABSTRACT

This final report reviews and evaluates the work completed by the Early Childhood and Parenting Research Program between June 1, 1978 and November 30, 1979. The first project described is the Home Oriented Preschool Education (HOPE) Follow-Up Study. The HOPE Follow-Up Study was designed to examine the effects of HOPE treatments on children and their families, to explore the relations between home environment and child characteristics, and to develop and refine research tools for use in the remainder of the Childhood and Parenting Research Program. The description of this study includes study location, hypotheses, design, sample selection, school data collection and analyses, preparation of parent interview and validation study, preparation and administration of child interview, and case studies and study of younger siblings. The second area described is the Regional Parenting Surveys work. This work included (1) organizing the interdisciplinary childhood and parent advisory task force, (2) planning for the base sample survey, (3) planning the model parenting program survey, (4) developing data collection instruments, (5) starting to gather data from the base sample, and (6) reviewing parenting rograms. Completion work consisting of three minor ongoing activities related to the prior development of the Aids to Early Learning is also described along with a brief look at staff recruitment and development. The report concludes by citing the major dissemination activities accomplished under this grant. Extensive appendices are included.

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED183293

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FINAL REPORT

to the National Institute of Education

Early Childhood and Parenting Research Program

GRANT NIE-G-78-0201
PROJECT # 3

E. E. Gotts

Division of Childhood and Parenting
December 1979

Appalachia
Educational
Laboratory
Post Office Box 1348
Charleston, West Virginia 25325
(304) 344-8371

PS011292

FINAL REPORT

to the National Institute of Education

EARLY CHILDHOOD AND PARENTING RESEARCH PROGRAM

E. E. Gotts

Division of Childhood and Parenting

December 1979

TABLE OF CONTENTS

Page

HOPE Follow-Up Study 1

Location of Study 2

Hypotheses 4

Research Design 6

Sample Selection 8

School Data Collection and Analysis 9

Preliminary HOPE School Findings 10

Preparation of Parent Interviews and Validation Study 13

Indirect Parent Interview 13

Direct Parent Interview 15

Interview Validation Study 16

Preparation of Child Interviews 18

Indirect Child Interview 19

Direct Child Interview 19

Administration of the Child Interviews 20

Case Studies and Study of Younger Siblings 20

Preview: Conducting Family Case Studies 21

Preview: Studying Younger Siblings 23

Regional Parenting Surveys 23

Childhood and Parenting Task Force 24

Planning for the Base Sample Survey 24

The Model Parenting Programs Survey: A Preview 25

Base Sample Survey Data Collection Instruments 27

Parent Interviews 27

Agency/Program Form 28

TABLE OF CONTENTS (continued)

Page

Base Sample Survey Data Gathering 29

Review of Parenting Programs. 29

Related Completions Work 29

Staff Recruitment and Development. 30

Major Dissemination Activities and Products. 31

References 36

LIST OF APPENDICES

A: Review of Major Programs and Activities in Parenting

B: Hypotheses to be Tested

C: Distribution of HOPE Follow-Up Study Sample as of February 10, 1978

D: Sample Letter and Explanatory Materials for County Boards of Education

E: HOPE Follow-Up Study Data Collection Form and Coding for School Data

F: School Nominations Device: Dimensions, Individual Checklist Form and Scoring System

G: HOPE Follow-Up Study Direct Child Interview

H: Task Force Advisory Committee: Composition and Nature of Involvement

FINAL REPORT:

EARLY CHILDHOOD AND PARENTING RESEARCH PROGRAM

E. E. Gotts

This final report reviews and evaluates work completed between June 1, 1978 and November 30, 1979 under grant support from the National Institute of Education. The work performed during this 18-month period consisted of a) the Home Oriented Preschool Education (HOPE) Follow-Up Study b) the Regional Parenting Surveys, c) Related Completions Work, and d) Staff Recruitment and Development. This report then concludes by citing the major dissemination activities accomplished under the grant.

HOPE Follow-Up Study

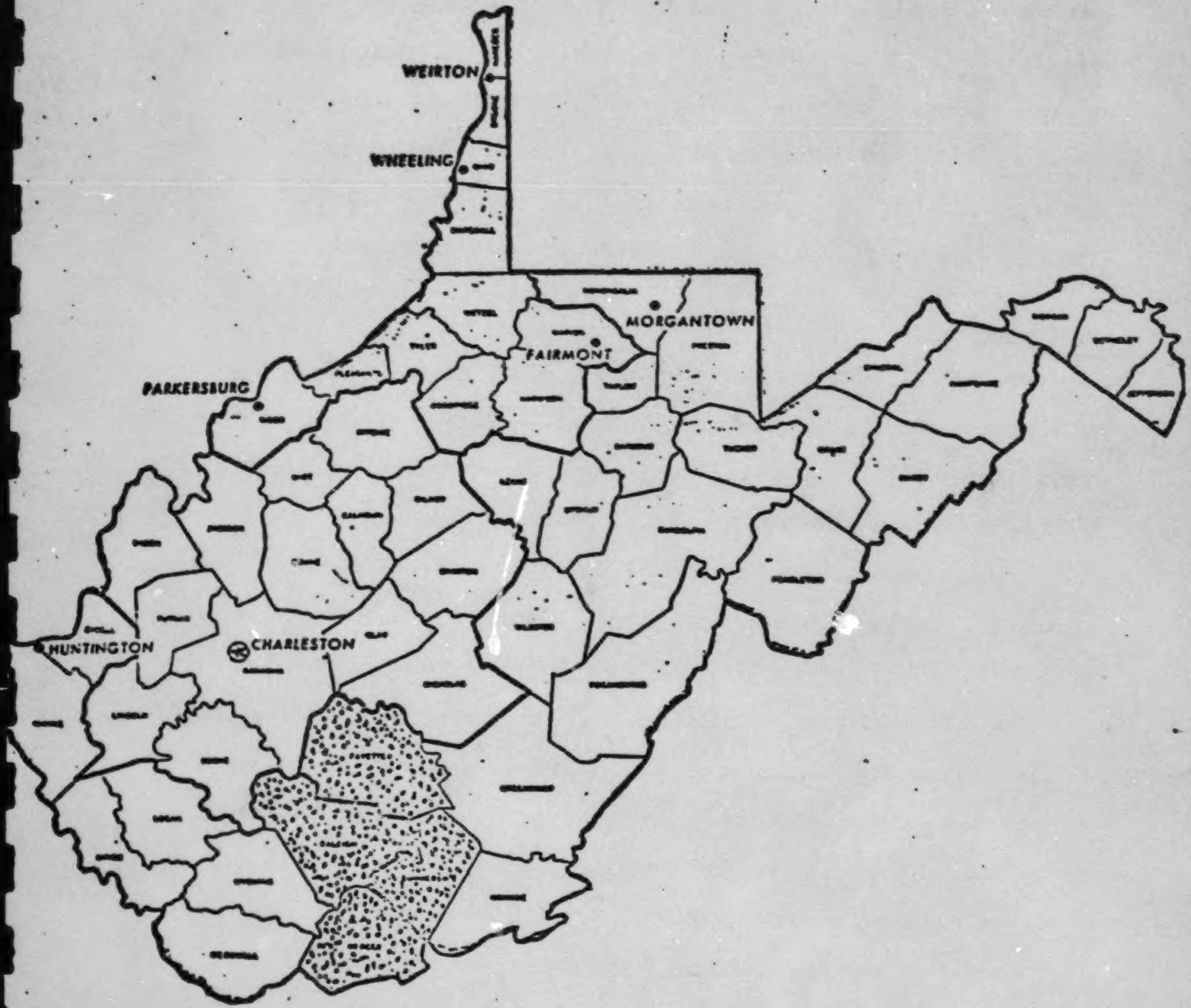
The HOPE Follow-Up Study is a longitudinal study designed for these purposes: (a) to indicate how the HOPE treatments have affected children and their families (who are representative of their communities and who were randomly assigned to the various conditions between 1968 and 1971), up to ten years following their original participation; (b) to explore the relationships among such home and family variables as home environment, family demography, parental attitudes and values, parental child-rearing styles and practices, and parental generativity (i.e., capacity to promote child developmental progress) and such child variables as school achievement, academic ability, school attendance, child personality (i.e., interpersonal style and intra-psychic characteristics), level of psychosocial development, educational attitudes, aspiration level, locus of control, and accomplishment of major tasks of emotional development; and, (c) to develop and refine research tools for use in the remainder of the Childhood and Parenting Research Program. The study methods employed will unfold in the process of examining the study's progress.

Location of Study

The families in the project sample reside in four counties in southern West Virginia. The counties are shaded on the West Virginia map exhibited on the following page, and from north to south, are Fayette, Raleigh, Summers, and Mercer. As indicated by the map, the counties are easily accessible from Charleston, the state capital.

The terrain in this part of the state is highly mountainous and the primary industry is the mining of coal. The largest city in the area is Beckley, located in Raleigh County, with a population of 19,884. The stereotype is one of ignorance and poverty; however, previous survey research by AEL has indicated that the level of education of the group of young parents is fairly high and that they are quite interested in the education of their children. For example, the median years of school completed by mothers of preschool children in non-urban West Virginia is 12.1, slightly above a high school level (Bertram, 1975), and over 91 percent of the mothers have completed the eight grade (Bertram, 1976). The median family income for these young families was only $6,604 in 1970 and only 7.4 percent of the three, four, and five year old children had attended kindergarten or nursery school. Of the parents of preschool children in West Virginia, 21.4 percent were considered below the "poverty line" in 1970, but 96.7 of them had at least one television set in their home.

HOME-ORIENTED PRESCHOOL EDUCATION FIELD STUDY AREA


WEIRTON
WHEELING
MORGANTOWN
FAIRMONT
PARKERSBURG
HUNTINGTON
CHARLESTON

The general picture is one of diversity or large variation. Many of the parents are highly educated, while others have trouble in reading parent materials provided by the Laboratory (Shively, 1975). Many have high incomes, but a large number are below the poverty level. This diversity is considered an asset so far as the project is concerned, since it means that a much greater range (variability) of characteristics is available for study--in contrast to the restricted range usually available in major intervention studies.

Hypotheses

Next, it will be important to understand the hypotheses which have guided this work. An initial follow-up study of Project HOPE (see "Background and Context") indicated that there were indeed enduring effects of the children's HOPE participation which could be detected in school attendance, grade point average, and achievement test results at the end of the third grade. However, neither that study nor others such as those reported at a 1977 AAAS symposium on later appearing "sleeper" effects from early childhood interventions make clear whether these results arise from (a) a very gradual benefiting over time of the children from skills which they gained during their participation in preschool interventions, or (b) some sudden appearance, at a critical point in development of effects indirectly resulting from preschool treatments, or (c) other mechanisms which might have been at work creating educational benefits that appeared long after the children's participation in the treatment ended.

Beyond these recent theoretical puzzles and the encouragement which so-called "sleeper" effects afford regarding the values of home-oriented interventions, traditional wisdom affirms the importance of the family as the locus of the child's earliest learning and continued learning throughout the years of childhood. If a program impacts upon the parents' child-rearing skills, it should benefit the child not only at that time but throughout the years which ensue. Although a family intervention may be time bound, its effects upon parental skills can be ongoing, enduring by way of continued parental application of what has been learned.

The present investigation takes such a view of home-based early childhood programs: (a) they have an immediate effect, and (b) the treatment continues to be applied to the child (and siblings as well) even after the active phase of program intervention ceases. The evaluation results mentioned earlier regarding such programs may be regarded as congruent with this view. (See, for example, Comptroller General, 1979, Appendix A and Refs.) That is, the enduring effects of home interventions may be attributed less to the durability of child impacts per se and more to the ongoing nature of parental impact upon the child. This view may be presented schematically as follows:

One-time Treatment Applied to:

Child → "washes out"

Parent → "ongoing effects"
↓
Applies to:

Child → "enduring effects"

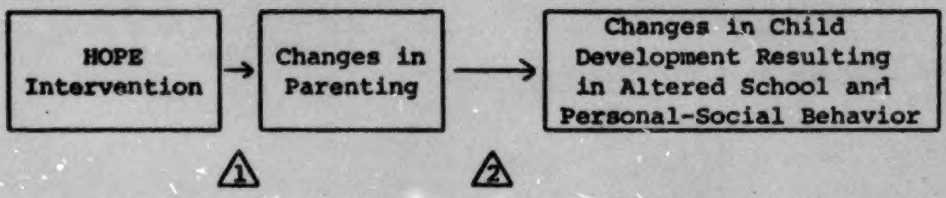
Home-based interventions thus presumably are more effective because the parent continuously mediates the treatment effects to the child. This is possible because the parent is always there, providing developmental continuity.

AEL hypothesizes that, in the instance of the HOPE program, the enduring effects were a direct result not simply of changes in children's behaviors and skills which occurred during the period of their program participation, or subsequently in some other manner as a direct result of that participation, but rather that the enduring effects shown resulted from increased parenting skills in the parents of the HOPE children. It is further hypothesized that the skills gained by parents during their children's participation have continued to be used in their child-rearing practices over the intervening years, and that the impact upon children is most accurately thought of, therefore, as resulting directly from an "ongoing parental treatment."

AEL postulated a series of very specific resulting hypotheses in its "Plan for a Follow-up Study of Parenting Effects Resulting from HOPE," submitted to NIE on February 18, 1978, pp. 13-15 (see Appendix B for the full set of hypotheses). Essentially, these hypotheses focused on the concept that participation in treatment conditions led parents to alter their own child-rearing practices and family interaction patterns and that, secondly, as a result, these parents also altered their concept of themselves as teaching agents, their understanding of desirable outcomes of parenting practices, and their ability and willingness to seek alternative behavior strategies. The hypotheses there state that differences between treated and untreated parents' practices in these areas are associated with differences in child development outcomes.

Research Design

The research design which AEL is using focuses on the following Linkage Model:


HOPE Intervention
Changes in Parenting
Changes in Child Development Resulting in Altered School and Personal-Social Behavior
1
2

Essentially, AEL postulates that two linkages can be studied. Linkage 1 is between the type of HOPE intervention and changes in parenting, while Linkage 2 is between the changes in parenting and the changes in child development. For Linkage 1, the independent variable is the various HOPE treatments (TV-HV-GE, TV-HV, or Control), with the dependent variable being each of the four types of changes in parenting. Background variables such as social class, family size, etc., serve as intermediate or mediating variables. For Linkage 2, the independent variables will be the four changes in parenting, with the dependent variables being the various measures of child development, and with the same intermediate or mediating variables (with the addition of the HOPE treatment). These relationships, which are the core of the design, can be displayed as follows:

Level of Analysis	Classification of Variables		
	Independent	Intermediate or Mediating	Dependent
Linkage 1	HOPE (TV-HV-GE, TV-HV, Control)	Social Class Family Size Urban-Rural, etc.	Changes in Parenting a) child-rearing practices b) family interaction patterns c) role perception d) preparation of children for schooling
Linkage 2	Changes in Parenting a) child-rearing practice	HOPE Social Class Family Size Urban-Rural etc.	School attendance Social adaptation School grades Achievement test scores, etc.

(continued)

Level of Analysis	Classification of Variables		
Linkage 2 (continued)	Independent	Intermediate or Mediating	Dependent
	b) family interaction patterns		
	c) role perception		
	d) preparation of children for schooling		

Clarke-Stewart & Apfel (1978) have pointed out in their review of parenting programs that the usual study design is defective because it rests on ". . .unfounded assumptions in the presumed chain of inference on which parent education has been based:"

Program curriculum ---> Increased parental knowledge ---> Changes in parental behavior ---> Gain in child development

and for which the third link's connection to the second lacks empirical support (Clarke-Stewart & Apfel, 1978, p. 96). The HOPE intervention design avoided inclusion of the flawed link, "Increased parental knowledge," by emphasizing instead a direct approach to achieving "Changes in parental behavior." This more direct approach has been designated parent training, while the flawed design has been called parent education (White & Others, 1973). White's extensive review of program literature has shown that parent training produced measurable results, but parent education does not. The design of the HOPE study appears, therefore, to be a tighter one for inferential purposes.

Sample Selection

Of the approximately 600 children who were in one of the original three groups of the HOPE study, over 300 were relocated between 1975 and 1978 for contact and possible participation by themselves and their families in the study (Appendix C). The original selection of families (1968-1971) for participation in the study was accomplished by contacting all families who could be located within randomly-designated cells of a geographic grid, which was superimposed on a map of four southern West Virginia counties (see preceding map).

When the families were contacted, they were told about the experimental program and told that there would be three different versions of the program, based on the design discussed above (i.e., the treatments were TV only, TV plus home visitor-HV, and TV plus HV plus group experience-GE). Families were told that if they agreed to participate, their inclusion in one of the three program variations would be determined by chance. Approximately 95 percent of the families originally contacted agreed to participate and were assigned randomly to one of the three conditions.

From the foregoing it will be evident that the original sample was selected to be representative of a cross-section of Central Appalachian West Virginia. Moreover, families were assigned randomly to treatments. Therefore, other than for possible differential attrition among the three groups between the original experiment and 1978-1979, the HOPE Follow-Up Study sample comforms to the classical design characteristics of a true experiment. The present study controls for any differential attrition which may have occurred among the three groups.

School Data Collection and Analysis

In cooperation with the four county school systems (Appendix D) which the HOPE experimental and control children had attended, a comprehensive set of school data were compiled from school records for each identified child

(Appendix E, cards 1-11 and 14) by school personnel using AEL-prepared forms.

Later, over 100 teachers completed the School Behavior Checklist (Appendix F) on over 300 of the identified children. The Checklist data were added to the other school data subsequently (Appendix E, cards 12-13 for raw data; cards 15-16 for the Checklist scored after the methods of Appendix F).

Finally a special identifying record was created for each child (Appendix E, card 17) to link all of the school data to various information sources available on the children's participation in the original experiment. Special precautions were taken to preserve the confidentiality of all records by purging children's names from their identifying record cards before the entire school data set was entered into disk-pack storage for subsequent computer analysis. The foregoing records comprise an identifiable subset of the HOPE Follow-Up Study which have been computer analyzed by analysis of variance and which will be analyzed further by multiple regression methods prior to the end of FY 80. Based on all of the school findings, which compare HOPE experimental and control children, a report on "school outcomes" of HOPE will be submitted to NIE in 1980, using transformed data for grades, attendance, ability, and achievement tests.

Preliminary HOPE school findings. The children whose families received home visitation were compared to the controls on major outcomes variables. The results suggest, first, that the experimental children were only one-half as likely as the controls to develop behavior disorders that manifested themselves in the children's school behavior. These findings were based on a prevalence (epidemiologic) analysis of children classified into the coping or non-coping cells of the model presented in Appendix F. The validity of the Checklist for detecting behavior disorders has been reported previously (Johnson, 1976).

What is particularly striking about the above finding is that the prevalence of behavior disorders among the controls matches that of prior prevalence studies (35-40 percent) which have used quite varied methods to establish these rates. The rate among the HOPE-treated children was only 15-20 percent, on the other hand, suggesting that the intervention actually reduced by 50 percent the usual rate of behavior disorders.

Experimental children, compared with controls were more personally organized and less depressed, as measured by two of the intra-psychic scales of the School Behavior Checklist (Appendix F). Taken together with the preceding findings, these results suggest strongly that the HOPE-treated children have experienced more favorable life adjustment up into their secondary school years.

Experimental children were much less likely than control children to have been placed in special education classes. Moreover, the former children were several times less likely to have been retained in grade (non-promotion) during their elementary school careers. Once more using an epidemiology model to interpret these data, it seems clear that the HOPE-treated children were much less likely to become official school or academic casualties. From this it can further be inferred that HOPE was not only a cost effective means of early education--its cost benefits have continued to accrue throughout the children's school careers, thereby generating savings for taxpayers while enhancing the well-being of the children themselves.

In the area of academic achievement the results are equally differentiating between the groups. On standard achievement tests completed in grades three and six, the control children were examined in relation to locally-derived norms--to establish an appropriate reference group for these non-urban children. On all achievement measures the control children tended to function around the 50th percentile for local norms. This consistent set of findings suggests that the control children are (as would be expected from the original sampling procedures) a representative sample of their respective county school systems.

Within the preceding frame of reference, experimental and control children's achievement test scores were compared in standard score form (available only for national and state norms). In these comparisons, for the vast majority of analyses performed, the experimental children's mean achievement scores consistently ran about one standard deviation above the achievement scores for the control children. The entire design of the study suggests once more that the learning performance of the experimental children in school has been affected throughout their elementary school years.

School grades show a similar overall tendency, thus adding to an internally consistent pattern of findings that spans quite varied data sources (i.e., the School Behavior Checklist, school archival records of retention-in-grade and special education class placement, standard achievement test results, and teacher assigned grades). These findings persuasively suggest that there is an "on-going treatment," since, according to a substantial body of literature, non-home-oriented preschool effects tend subsequently to "wash out" (Bronfenbrenner, 1974). The HOPE Follow-Up Study design, however, will subsequently supply a more definitive test of the "on-going treatment" hypothesis via comparisons to be made of parents who received home visitation assistance and those who did not, plus via comparisons of younger siblings of experimental and control children.

Preparation of Parent Interviews and Validation Study

Two parent interview measures were to be developed and validated during 1978-1979. The measures will be described first, followed by the validation study. The distinction between direct and indirect measures focuses on the self-referential aspect of the interview situation. The direct measure asks parents to talk about themselves, their families and their children. The indirect measure asks parents to tell stories analyzing the contents of fictional drawings that depict important developmental issues involving children of different ages.

Indirect parent interview. First a theoretical position was developed on a child stage-related dimension of parenting behavior. This preparatory work was begun early in 1977 when a preliminary survey of literature turned up neither theory nor measures which might serve this purpose. (See also a brief discussion of this theoretical work in AEL's FY80-FY82 Proposal: pp. VI-25 and VI-26.) A subsequently-appearing review of published family measures strongly confirmed AEL's conclusion that this measurement development was a necessary beginning step (Straus & Brown, 1978). That is, only for trust and autonomy are there any measures in this compendium which purport to measure parental effects upon these characteristics, and these measures would not be well suited to use with parents from the HOPE Study sample. Further, there is no measure that deals with parental "generativity" or even with parental fostering of industry, initiative or identity development in their children.

An interview measure of parental generativity was, accordingly, developed (Transmitted in FY79). Rather than describing it here, the reader is referred to the work already completed for further information on interviewer training and interview administration and on the various parental dimensions which can be scored from the interview.

After an initial pilot testing, the interview inquiry regarding "teaching and learning" was modified to its present form. Thereafter, data were collected on a special validation subsample from among the HOPE sample. The subsample is described later below. The present scoring system was developed and refined on sample protocols while the validation subsample interviews were being conducted.

Preliminary results from using the rating system suggest that satisfactory inter-rater reliabilities will be achieved for all categories. It can also be anticipated, based on prior use of very similar scoring categories with similar child protocol materials, that scales can be formed by psychometric procedures from the individual item (individual picture story) ratings, and that these scales will demonstrate reasonably high internal consistency coefficients (see related work which suggests this in Paul, 1979).

A very preliminary, small-sample analysis of parent generativity scores (sum of trust, autonomy, initiative, industry and identity subscores) from the validation subsample revealed that parents with higher generativity scores have children who are more likely to be coping as opposed to non-coping (see Appendix F). It further appeared that parental fostering of trust made an especially major contribution to the overall generativity scores. All of these ratings are performed "blind" as to the child's status as coping/non-coping or HOPE/non-HOPE, so the results were not influenced by rater knowledge of child status.

The scoring and computer analysis of all Indirect Parent Interview records for the validation subsample were completed. Subsequently, if items (pictures) can be eliminated from the series on the basis of item analysis, this will be accomplished also. In the meanwhile, interview data were gathered on the overall balance of the HOPE Follow-Up Study parent sample using the present version of the measure; this was to permit completion of all related interview data gathering before the end of 1979.

Direct parent interview. The development of a direct parent measure proceeded in a very similar manner to that of the indirect parent measure beginning in 1977. The better interviews of this type had often been used in in-depth studies of samples that differed greatly from the HOPE parents, so these needed to be adapted to our population and pretested before being used in the validation study.

The subscales of the direct interview were borrowed, for comparability, from a variety of well-researched instruments (e.g., achievement and aspiration-related measures of the Crandalls and their associates at the Fels Research Institute; Melvin Kohn's measure of parental values; the High/Scope "Cognitive Home Environment Scale" adapted from Wolf's and Dave's work; Pumroy's "Maryland Parent Attitude Inventory;" Rotter's scale of internality--externality; Brogan & Kutner's new sex-role scale; and an extensive set of demographic questions developed for AEL by a sociologist who specializes in the demography of Appalachia--to which AEL staff added brief sections to ask parents about their child's personality and health, parental life-role orientation, methods of discipline, etc.).

Following pre-testing, the Direct Parent Interview was revised extensively. After it had been administered to the validation subsample and these records had been rated and coded, it was also possible to eliminate several other items because: they produced no variance, they elicited very minimal responses, or they produced responses which could not be coded or rated. The resulting revised version of the Direct measure was used therefore to interview the balance of the overall sample.

Inter-rater reliabilities for the scales retained appear to be within acceptable limits. Whenever these are notably low, this appears to be the result of the scales being exceptionally short. Upon completion of the validation study analyses, no further items or parts of this interview needed to be deleted. The validation study of this measure will be reported during 1980, based on the interviews of all remaining parents in the HOPE study sample.

Interview validation study. The previously discussed interview measures have been validated by the criterion groups method. From the overall sample of children, a subsample of 34 copers and 34 non-copers were selected to represent criterion groups of successful and unsuccessful child outcomes. Selection was accomplished by a combination of multivariate analysis methods: discriminant analysis and hierarchical grouping. Of the 68 children from the school sample, 51 could be located by place of residence. Of the 51 located, parents of 34 could be interviewed within the time limits set for completion of the validation study; others of these have since been interviewed or will be interviewed later during 1979.

All interviews were conducted in the families' homes by local persons trained by AEL. Interviewers typically held a master's degree in the social or behavioral sciences. Attempts were made to interview both parents, but of the 34 families only 8 fathers consented to be interviewed; one of these fathers was an only parent. In keeping with Appalachian preferences and folkways, mothers were interviewed by a female interviewer and fathers by a male interviewer. All interviews were recorded on battery-operated cassette recorders for subsequent transcription. Before any interview was commenced, parents had their memories refreshed regarding Project HOPE and were properly apprised of the study's purposes, the issue of confidentiality, their right not to participate or to refuse to answer particular questions, and similar "protection of human subjects" matters. It was during this preparatory phase that eight families (of the 51 families located) refused to participate. These refusals came from three families of experimental children and five of control children.

The interviewer conducting the interviews and the raters scoring the protocols were not informed of whether the participants were parents of coping or non-coping children nor to which HOPE condition the children had originally been assigned. This fact kept the principal investigator from balancing completely the numbers of cases represented in the criterion comparison groups, as indicated below.

Of the 34 families interviewed for this phase of the study, 20 were families of copers and 14 of non-copers; 21 had received home visitation and 13 had TV only; and of the children 15 were males and 19 females. Although parents of non-copers compared to copers were slightly less likely to have been represented among the completed interviews, they were not over-represented in the refusal group.

Coded data from the full sample are still in the process of being keypunched. As soon as this preparation is completed, parents of coping children will be compared with parents of non-coping children by using analysis of variance to examine each of the variables scored in the Direct and Indirect Parent Interview. Those variables were considered potentially useful for the balance of the HOPE Study which differentiate between the parent groups corresponding to the two criterion groups of children, in accordance with directional hypotheses about the variables' respective meanings (e.g., parents of coping children should be higher on "generativity," etc.). These analyses will occur during 1980.

Preparation of Child Interviews

Two child interviews are being used to parallel the two parent interviews: one indirect and one direct. Moreover, parallel dimensions are covered in many instances between the corresponding parent and child interview measures. This approach will permit a variety of theoretically and methodologically important questions to be raised concerning the comparability of conclusions reached from direct versus indirect data types and from parental report versus child report--all when the criteria of interest are key variables from among a comprehensive set of school outcomes (see in Appendix E). These same measures will be used in conducting the "younger siblings" portion of the overall study. Interviewing of nearly all the HOPE sample children with these measures was completed during 1979, but the analyses will be completed in FY 80 and reported as indicated in the FY80 proposal. Interviewing of the siblings of a subsample of the HOPE sample will be carried out during 1980.

Indirect child interview. AEL selected for this measure the *Tasks of Emotional Development (T.E.D.) Test* which was developed and normed on a predominantly urban sample (Cohen & Weil, 1971; 1975). Gotts and Paul have carried out considerable further psychometric development of the *T.E.D.*, using an Appalachian-like sample of elementary school children in rural Indiana. (Paul, 1979). No additional validation of the *T.E.D.* appears to be necessary, so the T.E.D. has been used in the standard manner. It is being scored using both Cohen and Weil's and Gotts and Paul's scoring systems. Nevertheless, it was administered first to the validation study sample. Furthermore, AEL and T.E.D. Associates are collaborating currently in a reanalysis of the original T.E.D. normative data to further refine Gotts and Paul's psychometric approach to deriving overall dimensionalized scores from the *T.E.D*. These refinements will be used with the HOPE Follow-Up sample when summing the *T.E.D*. item ratings and rankings into overall scale scores.

Direct child interview. Because an extensive degree of comparability was desired between the constructs measured by the Direct Parent Interview and the Direct Child Interview, and because there were often no child measures parallel to the parent instruments from which AEL derived the various parts of its Direct Parent Interview, an entirely new child measure had to be prepared. This work was accomplished by the Assistant Director in consultation with the Principal Investigator.

The completed child measure (Appendix G) was pretested and was, thereafter, administered to children of the HOPE validation sample. The value of the parts of this measure, for differentiating between coping and non-coping groups of children remains to be tested in the same manner as for the two parent measures. Nevertheless, it has been used without revision with nearly all of the remaining sample children.

Administration of the Child Interviews

Children were interviewed at school during the school year to reduce staff travel. Parental permission slips were transmitted to the building principals on these occasions. During the summer, children were interviewed at home. All child interviews were preceded by a full "protection of human subjects" explanation, as with the parents. In addition, both parent and child consent were obtained before proceeding with the child interviews. The great majority of children whose parents completed interviews have themselves agreed to complete interviews.

Case Studies and Study of Younger Siblings

A one-day intensive study will be completed of all families in the interview validation study who will consent to participate. Those who refuse or are otherwise unavailable will be replaced by random selection from among other families having the same characteristics, i.e., providing for an in-depth contrastive analysis of family correlates of having coping versus non-coping children and of participating in the home-oriented treatment versus control.

In both the family case studies and the sibling studies, a minimum of 15 cases (families, siblings) will be sought to represent each of the contrastive groups mentioned above. All of the case studies data will be gathered and analyzed during 1980.

Preview: Conducting family case studies. The family case studies will involve, in addition to the prior interviews, a one-day intensive study in the home with children present during at least the after-school hours. Dr. James McGeever, AEL anthropologist and ethnographer, has suggested using Oscar Lewis's approach to this, although Lewis's documentation of procedures is not sufficiently specific for us to replicate his methods.

The Principal Investigator has previously used the conjoint-family interview method in a longitudinal study to examine inter-generational patterns of family interactions, communication, initiation-reception of initiation, evaluative reactions, inclusion-exclusion, and similar variables. This method will be applied in the context of the one-day visit, for one and one-half to two hours when children and parent(s) are both present. The conjoint interview portion will include a common set of specific focal topics and issues which will be introduced to all the case study families in order to obtain a somewhat comparable "universe of discourse" across families. These topics will be taken from among those already covered in the direct interviews with child and parent and from among interview topics previously found by Douvan and Adelson (1966) to be of interest to younger teenagers. The purpose, however, will be less to examine new content than to observe and record on audio-cassette the sequences and patterns of interaction and who is involved in what ways.

Second, the problem solving techniques developed by Shure and Spivack in their research (Shure and Spivack, 1978) will be adapted for inclusion within the conjoint interview, using content previously used by these authors. In addition to Shure and Spivack's methods of analysis, an attempt will be made to obtain, through this technique, family interaction data which will indicate the level of cognitive strategies used in problem solving and who models these. Robert Gagne's (1970) reasonably well articulated hierarchical levels of learning theory and the University of Southern California's "structure of intellect" model will be used as heuristics for developing a reliable coding system for "level of cognitive strategies" used in problem solving.

Third, the case study field investigator(s) will be trained to pursue the classical inquiry methods of social casework home visits regarding living arrangements, rituals, routines, use of indoor and outdoor space, duties and role performances, physical state of the home and its occupants, and so forth. Gaps and leads from the original interviews of parent(s) and child will be followed up at this time. The field investigator(s) will also be trained to observe the rhythm and pacing of events and to move with these, including the encouragement of natural movement from one area to another and one event to another.

Throughout the family case study, the field investigator will be asked to assume as much of a participant-observer role as is feasible--neither controlling the situation completely nor fading totally into the background to observe. From this vantage point, the investigator will try to understand; to view events through the participants' eyes; to come away prepared to report accurately what these people are about, from their point of view, including what they emphasize or give importance in their lives. As observer, the investigator will also be alert to what they ignore, omit or leave out--and will attempt to assess whether these omissions are affectively charged and significant events or are matters in long ingrained habit, preference, and priority.

Fourth, the investigator(s) will be trained to observe the use of personal space and body language, including possible use of proxemic behavior notation (Hall, 1963). As an adjunct to this, the Kinetic Family Drawings clinical procedure (Burns & Kaufman, 1970) will be pilot tested as a possible adjunctive procedure either for directly gathering case study data or for stimulating discussion by the family members of use of personal space, family interaction, roles, etc. The help of an expert ethnographer will be used in integrating these procedures into a one-day intensive study which overcomes the methodological problem central to such studies: lack of documentation of methods.

Preview; Studying younger siblings. Subjects for the younger siblings study will come first from this case study pool of families. This sample will, however, need to be supplemented by additional selections, because many HOPE children in the case study sample will turn out not to have younger siblings. These additional selections will be made at random from among younger siblings whose older brothers or sisters are coping/non-coping, and so forth, to permit constrastive analysis. School data will be collected for the younger siblings who are selected, following the procedures used for the basic overall HOPE sample, and by using the same data collection forms (Appendices E and F). The gathering of interview data from younger siblings has already been discussed. Finally, it will be necessary to re-ask parents of the "younger siblings" a few direct interview questions which they previously had answered with specific reference to the HOPE-participant child only.

Regional Parenting Surveys

The Regional Parenting Surveys work during 1978-1979 included

(a) organizing the interdisciplinary Childhood and Parenting Advisory Task Force; (b) planning for the base sample survey; (c) planning the model parenting program survey; (d) developing data collection instruments for use in connection with a and b; (e) starting to gather data from the base sample; and, (f) review of parenting programs.

Childhood and Parenting Task Force

The composition and functioning of this group is adequately described in Appendix H. Appendix H was a deliverable under this grant. During 1979 the individual state groups emanating from this effort have made considerable progress. In two states there are now active planning groups, and some level of ongoing discussion has been fostered in four states. Task Force members have personally identified model programs in six states and have assisted AEL staff in making contacts for the base sample survey.

Planning for the Base Sample Survey

A stratified random procedure, modified by some purposive sampling considerations is being used for this study. The intent is to select counties representative of the major intra-state variations of each of AEL's seven member states. These within-state "natural regions" have to do with not only economic, social and geographic factors, but are also matters of group identity, regional history and folklore. They are considered important for this study because these variations affect life circumstances, parenting practices and attitudes, and the delivery of social services such as parenting programs and services.

Identification of these regions was accomplished by a pooling of two types of data. One source was the 1970 census data by county for each of the seven states. The other source was a series of informal interviews with natives of the respective states to explore the phenomenology of within-state variations. The regions which evolved from the analysis of these data then became the units from which the sample counties were drawn. Within each unit every county was given an equal chance of being selected. In some cases, however, it was necessary to combine regions before sampling. This was due to budgetary constraints, that is, the necessity of keeping the total number of counties to be studied within a reasonable limit.

Although information has been collected for all states, the final sampling procedures are being accomplished state by state. Immediately following the drawing of the sample counties in a particular state, the initiation of contacts begins at the state and at the county levels. This beginning stage in setting up the research has been accomplished in four states and is underway in a fifth. It will be completed for all seven states during 1980.

The counties selectdd within the states can be combined for statistical analysis to represent states, the total Region, or meaningful subregions across the states, according to these principles: (a) metropolitan counties (SMSA's), (b) Appalachian rural, and (c) non-Appalachian rural.

The Model Parenting Programs Survey: A Preview

A second component of the Regional Parenting Surveys is a study of model parent programs located throughout the seven states. These may occur anywhere within the states. They will include both established programs that are working well and soon-to-be-inaugurated programs that hold promise of becoming "model" programs. Approximately two programs will be studied for each state, making a total of fourteen. Selection of these model parenting programs will be based on:

(a) recommendations by members of our Advisory Task Force representing the seven states and

(b) a research interest in looking at programs representing the widest range of variation on the following six dimensions:

(1) Programs that focus on educating parents versus those that emphasize training parents,

(2) An emphasis on different roles or functions of parents,

(3) Orientation to prevention/human development versus orientation toward correction/amelioration of problems,

(4) Variation in target population,

(5) Degree of comprehensiveness of goals or purposes,

(6) View of client as autonomous and resourceful versus view of client as helpless victim of the system. (See Appendix A which further describes and illustrates these variations.)

After selection of programs to be studied, program personnel will be contacted by AEL and by state Task Force representative(s). Program personnel's cooperation and participation will be solicited. Contact will be maintained by phone and certain preliminary kinds of information requested by mail. In Fall, 1979, an in-depth exploratory study was carried out with program personnel. Most interviews will be accomplished by telephone. Exceptions will be those programs nearby or those close enough to a base sample survey county so that a site visit is feasible. In any case, detailed information about each program will be obtained. Based on these data, in-depth evaluation studies and a few field experiments will be designed in FY 81 and beyond. All exploratory data gathering will be completed in 1980, and data analyses will be carried out.

The preliminary studies of the model programs in 1980 emphasize obtaining basic descriptive information on: (a) sponsorship auspices or sources of funding; (b) key personnel and their duties; (c) persons to whom AEL will relate in future contacts (i.e., for relationship building); (d) target population(s) served (ages of clients, ages of their children, kinship or relationship to children, SES, geographic locations, race, ethnicity, and such); (e) program characteristics (what is being done, how contacts are initiated and terminated, duration of services, methods and materials being used, patterns of staffing used in relation to particular duties (e.g., paraprofessional, professional); (f) specific goals (intended outcomes of program or service); (g) follow-up provided after termination of a contact; (h) kinds of evaluation practiced; (i) program's views of their measurable impacts on the community; (j) available data on characteristics of drop-outs or evidence of the clients with whom they are most successful; and, (k) possible available information on cost-effectiveness. During FY 81 and beyond the foregoing preliminary information will be expanded by gathering data from other sources (parents, etc.). Attempts will be made, using the combination of information provided by items 4-6 above, to classify each program relative to the system developed in Appendix A.

Base Sample Survey Data Collection Instruments

These data gathering instruments were designed for collection from two main data sources: 1) mainly parents of third graders and 2) agencies.

Parent interviews. Parents are being interviewed in five states and are completing questionnaires in two states regarding the following areas:

(a) Demographic. Age of parents, ages of children, size of family, education, occupation, residential mobility, religion, family composition (single parent, nuclear, reconstituted, etc.).

(b) Attitudes, Experiences, Needs (related to being a parent). e.g., expectations vs. reality, definition of a "good" parent, role models in parenting, attitudes toward or problems related to children at different stages of development, all significant adults in child's life (participants in parenting), sense of control over kind of adult that child will become.

(c) Awareness, Knowledge, Utilization of Parenting Programs/Services Available in County. e.g., persons, groups, or organizations outside the family who help with the job of being a parent; kind of help one would like to have available; sources to whom parent has turned or would turn in the case of certain "typical" problems (in areas of health, learning, social-emotional development); utilization of programs/services (how did it turn out?).

(d) Social Network. e.g., events of past week (month) in relation to persons parent came in contact with, talked to, whether kin/non-kin, service personnel professionals or other.

Agency/program form. The form used to canvass parenting programs and services examines the following areas:

(a) Name, Location, History

(b) Sponsor, Funding Source

(c) Staff (qualifications, responsibilities)

(d) Target Population (criteria)

(e) Clients (numbers, paths by which they come to the program, time invested)

(f) Program/Service (what exactly is being done; what methods and materials are used)

(g) Purposes, Goals (short-term, long-term)

(h) Informal Assessment

(i) Plans for Future

(j) Cooperative or Collaborative Contacts (i.e., with other family-serving agencies).

Base Sample Survey Data Gathering

Approximately forty parents per county will be interviewed in their homes by Summer, 1980. A canvass is also being performed, in the 35 counties where the families reside, of available parenting programs and services.

Review of Parenting Programs

An analysis was made of existing programs for parents to determine how these programs might be classified to provide an overall structure for viewing contemporary parenting programs and resources. The descriptive report resulting from this has been delivered to NIE (1979 deliverable) and was distributed to members of the Childhood and Parenting Task Force (see Appendix A).

Related Completions Work

This work consisted of three minor ongoing activities related to the prior development by AEL of the "Aids to Early Learning." First, the summative evaluation data from the field test of the materials were reanalyzed to determine whether differential patterns of curriculum usage led to differing measured outcomes. The conclusion was that the data were not sufficient to this purpose. Therefore, arrangements are being made through the publisher of the "Aids to Early Learning" to negotiate for additional data gathering at some of the publisher's adoption sites.

Second, AEL has now completed the necessary computer analyses of the *Appraisal of Individual Development (AID) Scales* validation study to proceed in preparing a second edition of the *User's Manual* during 1980.

Third, AEL was to have prepared a manual to accompany the *Appalachia Preschool Test (APT) of Conceptual Development*. The need to do this, however, was obviated when the Educational Testing Service (ETS) requested permission to place the APT in its Test Collection and, thereby, to make it available to potential users. AEL thereupon assembled the existing documentation on the APT, organized it with a brief cover document, and transmitted it to the ETS Collection in 1979.

Staff Recruitment and Development

Staff recruitment and staff development progressed well as the above-outlined work has moved ahead. One staff vacancy has been filled with a full professor-level family-school sociologist, Dr. Mary Snow. Using additional funds that were provided by NIE and AEL's Board specifically for this purpose, AEL began recruiting for one additional doctoral level researcher in the home-school-community relations area. Pending the selection of this new professional staff member, AEL had selected as a temporary employee, Dr. Kamla Paul, to assist with analysis of parent interview records plus quantitative analysis. During Fall, 1979, a decision was made to defer further the hiring of the additional doctoral level researcher, based upon specific provisions of the contract letter from the NIE which continues support of this research program past 1979. Finally, AEL selected as a post-doctoral fellow in parenting research Dr. Linda Higginbotham, who is a recent graduate of the University of Tennessee, Knoxville. Dr. Higginbotham worked with the Program staff throughout 1979.

The preceding facts are cited to highlight these points: (a) research staff capacity has been augmented as recommended; (b) the Program staff is more qualified today than whan current work began; and, (c) the full potential of this staff to be productive will predictably increase further throughout FY80 - FY82. These increases in staff capacity have, moreover, been accomplished concurrently with increases, through staff development, in AEL's ability to address the practical issues of assisting communities and their schools to support parents' involvement in their children's learning and development, to evaluate local efforts, to plan for the future, etc. The completion of the HOPE Follow-Up Study and the Regional Parenting Surveys will add further to AEL's capacity in terms of both new knowledge and new skills. Thus, the overall potential value to the Region of the Childhood and Parenting Research Program has increased demonstrably since AEL began planning this work early in 1977.

Major Dissemination Activities and Products

The work performed under the 1978-1979 grant resulted in a number of dissemination activities plus products. Appendix A to this final report is one such product: Gotts, E. E., Spriggs, A. M. & Sattes, B. D., Review of Major Programs and Activities in Parenting. It has been disseminated (a) regionally through the Childhood and Parenting Task Force, (b) to national R & D performers through a special interest group within AERA and CEDaR, and (c) to selected individuals at the request of NIE staff, SEA staff, etc. The report is intentionally made a part of this final report in the anticipation that NIE will submit this report to ERIC, and it will, thereby, become more widely available.

Other dissemination activities and products of the past 18 months are summarized below as a series of discrete entries. Annotation is included, as necessary, to indicate the relationship of the various activities to prior or ongoing work by AEL.

- Gotts, E. E. & Higginbotham, L. A. The Appalachian Child. Children in Contemporary Society, in press. (Synthesizes prior research by AEL and others on young Appalachian children and interprets for practitioners.)

- Gotts, E. E. Long-Term Effects of a Home-Oriented Preschool Program. Childhood Education, in press. (Reports for practitioners preliminary findings from the validation portion of the HOPE Follow-Up Study.)

- Gotts, E. E. & Spriggs, A. M. Mediating the Impact of Competency Testing on Early Childhood Education. Viewpoints in Teaching and Learning, Summer, 1979, 55 (3), 10-17. (Relates the "Aids to Early Learning" to the current competency testing movement, in a style oriented to early childhood practitioners.)

- Appalachia Educational Laboratory, Home-Oriented Preschool Education (HOPE-II). In D. C. Baltzell et al, A Search for Potential New Follow-Through Approaches. Part B: Descriptions of Eighteen Potential Follow-Through Approaches. Cambridge, Mass.: Abt Associates, 1979. (AEL reports on an extension of Home-Oriented Preschool Education: HOPE-I, to meet basic competency development objectives through Home-Oriented Primary Education: HOPE-II.)

- Gotts, E. E. Review of J. R. Mercer & J. F. Lewis. System of Multicultural Pluralistic Assessment (SOMPA). Basic Kit. New York: Psychological Corporation, 1977, 1978. In Journal of School Psychology, in press. (Considers the accomplishments and limitations of the SOMPA in relation to P. L. 94-142's provisions and in relation to contemporary school practice.)

- In cooperation with a regional institution of higher education, completed arrangements to create a permanent videocassette archive of the Around the Bend experimental television series that was used as one treatment component in the HOPE experiment (1968-1971). The archive, which will be situated at the Marshall University, Huntington, WV, will make the series, plus appropriate documentation, available to early childhood education and instructional systems technology students.

- Gotts, E. E. & McAfee, O. Parental Influences in the Life of a Child. Conference session presented to the National Association for the Education of Young Children (NAEYC), Atlanta, 1979. (Presented HOPE Follow-Up Study instruments and findings.)

- Prepared and organized necessary documentation and then entered the Appalachia Preschool Test (APT) of Conceptual Development into the Educational Testing Service (ETS) Test Collection, thereby making it available to qualified persons.

- Gotts, E. E. Improving Basic Education Skills of Appalachian Children. Paper presented to the Appalachian Regional Commission (ARC) Conference on "Raising a New Generation in Appalachia," Ashville, NC, 1978. (Also served as a panelist/facilitator, helping to develop an action agenda on basic education for action by the Region's governors through ARC.)

- Gotts, E. E. Uses of the "Aids to Early Learning" with Young Handicapped Children. Presentation to staff of the National Education Association (NEA), Washington, D. C., 1979.

- Gotts, E. E. Participated in conference at the Learning Research and Development Center (LRDC), Pittsburgh, 1979, on the state of the art of basic skills education relative to school improvement.

- Gotts, E. E. The Training of Intelligence as a Component of Early Interventions: Past, Present and Future. Journal of Special Education, in press. (Reports on the effects of the HOPE experiment as a function of child ability level.)

- Snow, M. B. Parent Interview Schedule. Base Sample Survey, Regional Parenting Surveys. Charleston, WV: Appalachia Educational Laboratory, 1979.

- Snow, M. B. Survey of Parenting Programs/Services. Charleston, WV: Appalachia Educational Laboratory, 1979. (Instrument for studying available services in communities participating in the Regional Parenting Surveys.)

- Singh, R., Sattes, B. D. & Gotts, E. E. Direct Parenting Interview. Charleston, WV: Appalachia Educational Laboratory, 1978. (Interview used in HOPE Follow-Up Study.)

- Gotts, E. E. Indirect Parent Interview. Charleston, WV: Appalachia Educational Laboratory, 1978. (Interview based on "parenting" theory and used in HOPE Follow-Up Study to examine parental "generativity" and other categories.)

- Gotts, E. E. & Paul, K. Manual for Rating Indirect Parent Interview. Charleston, WV: Appalachia Educational Laboratory, 1979.

- Spriggs, A. M. Direct Child Interview. Charleston, WV: Appalachia Educational Laboratory, 1979. (Used in HOPE Follow-Up Study to obtain child data parallel to parent data from the Direct Parenting Interview.)

- Gotts, E. E. & Paul K. Tasks of Emotional Development (TED) Test. Background and Supplemental Validity Information. Charleston, WV: Appalachia Educational Laboratory, 1979. (Presentation of a new scoring system being used with the TED Test in the HOPE Follow-Up Study.)

- Paul, K. A Study of Interrelationships of Cognitive, Affective, and Self-Concept Developments in Young Children. Doctoral Dissertation, Indiana University, Bloomington, 1979. (Validation study of the new TED Test scoring system being used by AEL.)

- Provided training in use and scoring of the Indirect Parent Interview to sociology graduate students at Marshall University, Huntington, WV, and to predoctoral interns in clinical psychology in the West Virginia University Medical School's Program in Behavioral Medicine, Charleston, WV. (Training by E. E. Gotts and L. A. Higginbotham was designed (a) to study how effectively these users could use the scoring system, (b) to modify the scoring to fit these "field" conditions, and (c) to disseminate use of the instrument. The scoring procedure was further disseminated.to a select group of scholars nationally for their critiques and for further experimentation with it in other settings.)

- Negotiated, through TED Associates, Brookline, Mass., access to the original normative data base of the TED Test. (Access to this data base has allowed AEL to develop a refined scoring system for the TED Test independently of its own HOPE Follow-Up Study sample. Reports of this related research will be prepared in collaboration with H. Cohen and G. Weil of TED Associates for future publication.)

- Gotts, E. E. Presented workshop on "Strengthening the Home Learning Environment" to a Western Regional Conference sponsored by the University of Nevada, Las Vegas, 1979. (Presented HOPE Follow-Up Study findings and obtained reactions to the "program taxonomy" developed for Appendix A of this final report.)

- Gotts, E. E. Convened a special session at the AERA Convention, 1979, on "Parent and Community Education." (Developed CEDaR inter-institutional information exchange relative to R & D in parent and community education.)

- Gotts, E. E. Delivered keynote address, "A National Perspective on Preschool Program Alternatives," to Indiana Department of Public Instruction sponsored conference for primary grade educators. Indianapolis, 1979. (Included the "Aids to Early Learning" approach to fostering early competency development.)

- Gotts, E. E. & Singh, R. Participated in Symposium on Appalachian Children and Families, Morehead State University, KY, 1979. (Planned an annual conference, to begin in 1980, which will bring together researchers from throughout the region who are studying child and family issues. The first annual Conference will be held in 1980 at Institute, WV, under joint sponsorship of the West Virginia State College and AEL.)

- Trained post-doctoral equity fellow, Dr. Linda A. Higginbotham during 1979 in AEL's family-school-community research methods and theory; provided her with training in the supervision of others in related learning experiences.

- Provided summer equity internship experiences in 1979 to Ms. Mable Lee, a doctoral candidate in curriculum-instruction at the Pennsylvania State University and to Ms. Jane Bottorff, a doctoral candidate in school administration at the University of Kentucky. Both interns were given training experiences relative to Home-Oriented Primary Education (HOPE-II).

- Gotts, E. E. Served on the Publication Committee of the Council for Exceptional Children's (CEC) Division of Early Childhood (DEC), helping to develop a new journal for childhood educators of the young handicapped child.

- Gotts, E. E. Designed and prepared the informational brochure, "Aids to Early Learning." (This brochure has been used in 1979 to answer several hundred inquiries regarding these products which were developed by AEL under contract with the NIE.)

- Gotts, E. E. Prepared a paper, "Legislated Roles of Parent Involvement and Current School Practices" for an NIE planning conference to be held in December, 1979.

- Butler, A. L., Gotts, E. E. & Quisenberry, N. L. Play As Development. Columbus, Ohio: Charles E. Merrill Publishing Co., 1978. (Presents the "play study" and competency base used by AEL in developing the "Aids to Early Learning.")

- Gotts, E. E. Early Childhood Assessment. In D. A. Sabatino and T. L. Miller (Eds.), Describing Learning Characteristics of Handicapped Children and Youth. New York: Grune & Stratton, 1979. (Illustrates the use of AEL's competency base and the Appraisal of Individual Development (AID) Scales which are part of the "Aids to Early Learning."

In addition to the foregoing products, the staff prepared a major proposal to the NIE for work to be conducted during FY80 - FY82, as part of a "long-term institutional support" agreement between the NIE and AEL. The proposal was titled "Childhood and Parenting Research Program." This proposal title emphasizes this AEL Program's concerns, arising from needs identified by the regional Childhood and Parenting Task Force and verified by related research and needs assessment activities. This Research Program concerns itself with the interface among homes, schools, and children as these affect children's development in basic competency areas. The Proposal deals with research, development and regional service activities of staff development relative to parent program implementation and evaluation.

REFERENCES

Bertram, C. L. Social and educational characteristics of rural Appalachian preschool children. Technical Report No. 57. Charleston, WV: Appalachia Educational Laboratory, 1975. (ERIC Document Reproduction No. ED 127 028)

Bertram, C. L. Social and educational characteristics of the families of Appalachian preschool children as a basis for home-based education. Charleston, WV: Appalachia Educational Laboratory, 1976.

Bronfenbrenner, U. Is early intervention effective? Vol. II. Washington, D. C.: U. S. Government Printing Offices, 1974.

Burns, R. C., & Kaufman, S. H. Kinetic family drawings (K-F-D): An introduction to understanding children through kinetic drawings. New York: Brunner/Mazel, 1970.

Clarke-Stewart, K. A., & Apfel, N. Evaluating parental effects on child development. In L. S. Shulman (Ed.), Review of Research in Education, Vol. 6. Itasca, IL: Peacock, 1978.

Cohen, H., & Weil, G. R. Tasks of emotional development. A projective test for children and adolescents. Lexington, MA: Lexington Books (D. C. Heath and Co.), 1971.

Cohen, H., & Weil, G. R. Tasks of emotional development test manual. Brookline, MA: T.E.D. Associates, 1975.

Comptroller General. Report to the Congress of the United States. Early childhood and family development programs improve the quality of life for low income families. Washington, D. C.: Comptroller General of the United States, 1979.

Douvan, E., & Adelson, J. The adolescent experience. New York: Wiley, 1966.

Gagne, R. M. The conditions of learning. New York: Holt, Rinehart & Winston, 1970.

Hall, E. T. A system for the notation of proxemic behavior. American Anthropologist, 1963, 65, 1003-1026.

Johnson, O. G. Tests and measurements in child development: Handbook II. 2 Volumes. San Francisco: Jossey-Bass, 1976.

Paul, K. A study of interrelationships of cognitive, affective, and self-concept developments in young children. (Unpublished doctoral dissertation. Indiana University, Bloomington, 1979.) Dissertation Abstracts, in press.

REFERENCES (continued)

Shively, J. E. A demographic survey of Appalachian parents of preschool children. Technical Report No. 46. Charleston, WV: Appalachia Educational Laboratory, 1975.

Shure, M. B., & Spivack, G. Problem-solving techniques in childrearing. San Francisco: Jossey-Bass, 1978.

Straus, M. A., & Brown, B. W. Family measurement techniques. Abstracts of published instruments, 1935-1974. Rev. ed. Minneapolis, MN: University of Minnesota press, 1978.

White, S. H., & Others. Federal programs for young children. 4 Volumes. Washington, D. C.: U. S. Government Printing Office, 1973.

APPENDIX A

REVIEW OF MAJOR PROGRAMS AND ACTIVITIES IN PARENTING

E. E. Gotts, A. M. Spriggs, and B. D. Sattes, AEL, 1979

Overview

The Division of Childhood and Parenting, Appalachia Educational Laboratory (AEL), conducted a comprehensive review of noteworthy programs, activities, and resources that have been developed to support effective parenting practices. This review work was conducted as a part of AEL's Childhood and Parenting Program.* The present report summarizes the findings of the review in descriptive form for use by the Program's advisory Task Force of Appalachian educators and service providers in parent education, home-school-community relations, and allied areas of family programming.

Classification of Parenting Efforts

This report is organized into separately-authored specialized sections, each of which is designed to be useful for particular purposes. It begins with a brief introductory section in which a classification scheme is developed for the wide array of parenting programs, activities and resources encountered up through the late 1970's. A major appendix to the report (Attachment A) lists as its entries parenting efforts which are illustrative of the classification's various categories or types. A version of this classification was presented for initial reaction at the symposium,

---

*The Childhood and Parenting Research Program is supported through an institutional grant from the National Institute of Education, DHEW, Washington, D. C. 20202. However, the work is the responsibility of the investigators, and no official endorsement of it by the NIE is either implied or to be inferred.

"Improving the Home Learning Environment," which was sponsored by the University of Nevada-Las Vegas in April, 1979.

The classification's purposes are twofold: practical and theoretical. Such an ordering can help the user to understand both similarities and differences among an otherwise often bewildering variety of contemporary efforts to help families with child-rearing. Further, the principles by which these efforts are here ordered may suggest new directions for conceptualizing program effects and strategies for evaluating them.

ACYF Programs

A second section of the report examines a group of highly visible national experiments and programs which collectively are sponsored by the Administration on Children, Youth and Families (ACYF), an agency of the Department of Health, Education and Welfare (DHEW). The ACYF's programs are worthy of special mention because they have sought to promote social equity for low income families and their children. Moreover, they have been designed and tried through an ongoing process of development since the mid-1960's. The practical knowledge resulting from these efforts has, accordingly, been cumulative.

The ACYF's work has influenced the practices and thinking of virtually all American workers in childhood and parenting--and the ACYF's work has been influenced and enriched continuously by the contributions of great numbers of practitioners and researchers. Thus, this introduction to the ACYF's efforts can provide the reader with understandings of some major program strategies that are available to assist low income families with issues of child development. It will also be instructive for the reader to examine the categories into which the various ACYF programs are classified (Attachment A) and to learn of those instances in which the programs are unique and of those in which they have had counterparts operated by others in the field.

Resources

A third section of this report considers materials which are available to support parenting programs. It focuses particularly on those materials which are readily accessible, and identifies centers or resource documents from which users can obtain additional direction or help. An appendix to this section (Attachment B) identifies by category other potential resources for parenting programs. Finally, Attachment C contains a reference list of citations of individual source documents and materials to which reference is made elsewhere in this report.

A CLASSIFICATION OF PARENTING PROGRAMS, SUPPORTS AND RESOURCES

Edward E. Gotts

The first task in completing a comprehensive review of existing parenting programs and supports has been to develop somewhat coherent categories into which these efforts might be sorted according to salient principles for viewing their similarities.

The literature up to the present has not offered strong guidance in this regard. The following exceptions are worth noting. White and others (1973) demonstrated the value of distinguishing programs that focus on educating parents from those that emphasize training parents. Goodson and Hess (1975) have classified recent parenting programs according to the roles or functions of parents which they emphasized. Four groupings seemed to these latter authors to encompass these experimental program efforts:

a) parents as policy makers; b) parents as more effective teachers of their own children; c) parents as supporting resources for the schools; and, d) parents as better parents.

How the two foregoing principles of classification have been incorporated into the present system will be apparent to the reader. A third principle of classification commends itself on general theoretical grounds: some programs are oriented to prevention and to human development, whereas others deal with correction and amelioration of problems or disorders. A fourth classificatory principle concerns itself with the clients being served (e.g., parents, children, agencies, communities, etc.). A fifth principle differentiates programs according to the degree of comprehensiveness of their goals or purposes. A sixth principle, which may be viewed as correlated with the fifth, is the extent to which programs view clients as autonomous and resourceful versus as being helpless and needy victims of overwhelming systems and circumstances.

Obviously these six classification principles could be combined in a variety of ways--each of which would lead to a somewhat different sorting of programs. Since it would be arbitrary, in the absence of empirical evidence regarding their efficacy, to affirm the values of some particular orderings or combinations of the six principles, no special claim is made for the ultimacy of the following system of categories. What is claimed, nevertheless, is that the system makes use of each of the six principles; that it provides somewhat coherent (but not altogether mutually exclusive) categories into which virtually all existing parenting/family program and support efforts can be fitted; that the system of categories affords a structure within which one can identify, as similar, programs which previously have been presented as contrasting alternatives; and that the system has some value for describing the overall structure of contemporary parenting efforts.

The program classifications can be seen below (Table 1) as dividing into six major, Roman numeral-designated categories, with the second of these being further divided into two subcategories. Within each category or subcategory, descriptive names are assigned to the general program types. For example, under major classification, "I. Primary Focus on Parents," the first general program type is labelled, "A. Parent Groups to Meet Parents' Own Needs . . . ." In all, the classification tentatively identifies twenty general program types. Under each general program type, one or more actual programs are mentioned as instances or examples of the program type. A more exhaustive listing of programs by type appears in Attachment A to this report.

Table 1

Parenting Program Classifications

I. Primary Focus on Parents

   A. Parent Groups to Meet Parents' Own Needs While Dealing with Parenting Issues (Examples: Parents without Partners; Transactional Analysis; AEL Parent Discussion Guides)

   B. Training/Educating Parents to be Coordinators of Forces and Resources in Their Children's and Their Own Lives (Examples: voucher systems; The National Parent Federation for Day Care and Child Development)

   C. Parent Training for New (Parenting) Roles Outside the Home (Examples: ACYF efforts to prepare parent paraprofessionals; parents as tutors; home visitors; classroom aides)

II. Parental Skills Focus: General

   A. For Adults

Table 1 (continued)

1. General Parent Education (Preventative/Developmental) (Examples: Child Study Association of America; parent "education" programs)

2. General Parenting Training (Preventative/Developmental) (Examples: Florida model; Verbal Interaction Project)

3. General Parent Education (Corrective/Ameliorative) (Examples: foster parent training)

4. General Parent Training (Corrective/Ameliorative) (Examples: TADS four Training Parents to Teach Models; Heber's Wisconsin program)

B. For Children

1. General Pre-Parent Education (Preventative/Developmental) (Examples: Exploring Childhood curriculum, if non-experiential; Family Life Curriculum)

2. General Pre-Parent Training (Preventative/Developmental) (Examples: Exploring Childhood curriculum, if experiential; peer tutoring)

3. Teen-age Parents (Corrective/Ameliorative) (Examples: NACSAP-related efforts; Florence Crittenton services; school law changes)

III. Parental Skills Focus: Specific

A. Parenting Programs Having Specialized (Limited) Goals (Preventative/Developmental) (Examples: ECS child abuse prevention effort; prenatal classes; school entry orientations)

B. Parenting Programs Having Specialized (Limited) Goals (Corrective/Ameliorative) (Examples: Parents Anonymous; neglect and abuse "hot lines;" crisis nursery)

IV. Parent Linkages to Institutions/Parent Involvement

A. Home-School Communications Development (Examples: parent-school conferences; Sprigle's "learning to learn" emphasis on home-school understanding)

B. Parent Involvement in a Non-Central Supportive Role (Involvement-1) (Examples: fund raising; volunteers in non-instructional aide roles)

Table 1 (continued)

C. Parent Involvement in Governance and Advisory Functions (Involvement-2)
(Examples: P.L. 94-142 provisions; Institute for Responsive Education; Parent Advisory Councils under E.S.E.A. or E.S.A.A.)

D. Collaborative Relations of Parents and Programs (Involvement-3)
(Examples: cooperative day care or nursery school; "contracting" systems between parents and schools)

V. Specific or Limited Assistance to Families

A. Parenting Programs to Complement or Supplement Family Roles/Functions (Preventative/Developmental)
(Examples: day care services; Infant Education Research Project, E. Schaefer; CDA Consortium efforts in child care)

B. Parenting Programs to Complement or Supplement Family Roles/Functions (Corrective/Ameliorative)
(Examples: protective services; foster care; homemaker services)

VI. General or Extensive Assistance to Families

A. Restructuring Society to Support Families (Preventative/Developmental)
(Examples: "technological cradle;" family advocacy; call for family impact statements on public laws; family policy formulation)

B. Comprehensive Family Support and Protective Systems (Corrective/Ameliorative)
(Examples: Parent-Child Centers; Child and Family Resource Program; intensive casework services; Home-Based Services, U. Iowa Clearinghouse type)

PROGRAMS OF THE ADMINISTRATION ON CHILDREN, YOUTH AND FAMILIES

Alice M. Spriggs

Head Start

Head Start is a family-centered multi-disciplinary program whose purpose is to assist people to help themselves out of poverty. It serves as a national demonstration of comprehensive development services for children from low-income families. Created by the Economic Opportunity Act of 1964, initial Head Start programs were financed up to ninety percent of cost and operated under the Office of Economic Opportunity (OEO). In 1969, President Nixon reassigned Project Head Start to the new office, Office of Child Development (OCD) within the Office of Health, Education, and Welfare. The Office of Economic Opportunity* identified several broad goals for the Project, including: improving health, confidence, self-respect, dignity, strengthening family ties; providing opportunities for adults to meet community service providers; broadening horizons; and, increasing language competencies through varied social experiences. Despite the broad goals, Head Start programs are tailored to local needs, and they have resulted in the pooling of resources and the cooperation of teachers, social workers, medical services, parents and others in attaining the goals of the program.

Head Start, by design, is a four-pronged approach to child development. The components are (1) Health and Nutrition, (2) Welfare, (3) Educational Readiness and (4) Parent Education. Generally, the project has netted changes in health awareness and standards of living, provided a better sense of give and take, increased verbal ability, fostered a friendly attitude toward authority figures, developed a feeling of self-worth and allowed the child to have a broader view of the world.

---

*Office of Economic Opportunity, Project Head Start (booklet Washington, D. C. 1965.

Parents' contributions to the Project in observation, planning, and participating in volunteer services has led to their personal self-improvement. They have improved communication with the local school and agencies serving their children and developed an understanding of their children and of their own parental roles. This has created a pride in themselves and a sense of responsibility in their role as parents.

Various studies of the Head Start Project have been conducted, and a variety of interpretations of the data are possible. Perhaps the most famous study was conducted by Westinghouse Learning Corporation and Ohio University for the Office of Economic Opportunity from June, 1968 through May, 1969. Head Start received considerable criticism as a result of this study because, in sum, the report stated Head Start children cannot be said to be appreciably different in most areas of cognitive and affective development from their peers in the elementary grades who did not attend Head Start. Numerous researchers have criticized these conclusions, and various other research has been conducted in relation to Head Start programs. Longer range results were not available for some years, since the investigations needed to be longitudinal in order to evaluate fully certain changes that occurred with time. Some longer-term results now available suggest that Head Start effects may persist under certain conditions, such as when there is follow-up assistance or continuity of assistance. Some longer-term results suggest "sleeper" effects from early childhood interventions that may arise from (a) a very gradual benefiting over time of the children from effects which were gained during the preschool interventions or (b) a sudden appearance of effects indirectly resulting from the Head Start treatment, or (c) other mechanisms which might have been at work creating benefits that appeared long after the treatment ended. These results tend to negate the Westinghouse conclusions. However, it is only as the Head Start generation reaches adulthood and begins rearing families of their own that future studies may reveal the total impact.

In the meantime, Head Start programs continue to operate throughout the county. The original programs have led to the evolution of various other Federal demonstration programs which use different approaches to provide child development services to young children and their families. These programs include Home Start, a project that uses paraprofessional home visitors to help parents develop their parenting skills with their own children at home; Parent and Child Centers that serve families with infants and toddlers (0-3); Child and Family Resource Programs, a project that incorporates successful features of many OCD programs; and, recently, Basic Skills Programs. A description of some of these Head Start spin-off programs follows.

Home Start

Home Start was established as a response to a growing desire among many parents to receive assistance and support in their own role as "child development specialists" and in helping them work toward the goals they have for their own children. The desire to launch a major national demonstration of home-based child development services was made in light of several factors, one of which was the abiding faith (backed up by considerable evidence)* that home and parents are of paramount importance to the successful development of every child.

Like Head Start, Home Start is much more than a preschool educational program. It is concerned with the child's nutrition, health, and mental health as well as education. The nutritional services are aimed primarily at helping parents make the best use of existing food resources through improved food planning, buying, and cooking. When food is not available for a family, Home Start makes every effort to put the family in touch with the community agency that can help on a regular basis.

Home Start children receive the same comprehensive health services as Head Start, but Home Start efforts are directed more toward securing such services through referrals and follow-ups. Parents are involved in the process and learn and practice through experience how to obtain health services for their family's future needs.

Social and psychological services that the parents need and want for their children are secured in the same manner as the physical health care. A positive, preventative approach is stressed so that an atmosphere is encouraged which is conducive to a happy home environment.

The most fundamental Home Start concept is that parents are the first and most influential teachers of their own children. Thus, Home Start helps parents to carry out this responsibility. While Head Start aims at involving parents as one means of helping children, Home Start aims at involving parents as the major means of helping all their children, particularly those of preschool age.

---

*See, for example, from ERIC, Mother - Child Home Learning Program; an Abstract Bibliography compiled by Norma B. Howard, April, 1972.

All Home Start programs attempt to strengthen productive relationships with existing community services and resources. These relationships may range from use of the local library to helping parents receive health care and planned parenthood information.

The Home Start demonstration program is one of OCD's most visible signs of supplementing family life and helping parents to be parents. Some important conclusions that have emerged from the Home Start demonstration are:

- Many families in a wide variety of locales and with different ethnic and cultural backgrounds are willing and eager to participate in such a program. Many parents want to be a part of a program which supports their own relationship with their own children.
- Paraprofessionals can be trained within a relatively short time to handle complex and sensitive tasks associated with a home-based comprehensive child development program.

In general, the future of Home Start lies with local Head Start providers which may, by policy, decide to convert part of their existing funds into Home Start components to serve some of their children and families. Thus, the demonstration is intended to provide a solid knowledge base which may be used or adapted by Head Start or other programs that provide child development services.

The Child and Family Resource Program

In addition to representing a model service delivery system itself, Head Start has stimulated the development of other innovative approaches to the delivery of child development services. One of these initiatives is the experimental project called the Child & Family Resource Program (CFRP). This program is designed to provide Head Start-type developmental services to preschool children, and in addition broadens the program focus on the entire family.

The CFRP approach uses a Head Start as the base to develop a community-wide service delivery system, working closely with other community agencies to make available the appropriate range of activities. This approach recognizes that not all families have the same needs and that the needs may not all be met the same way. It builds on the capabilities of existing services now provided by other agencies and makes community resources available to families as part of an integrated program.

A key feature of the CFR Program is the assessment of the special needs of each child and his/her family. A team, composed of physicians, psychologists, educators and social workers, works with parents to determine the amount and kind of assistance they want and need.

CFR Programs are required to provide or make available these services: developmental programs for children of different ages; prenatal care; pediatric screening and health care for children 6-8 years; programs to ensure smooth transition from preschool to early school years; and supportive assistance for families, such as counseling and emergency help during family crises.

Although the goal of the total CFRP is to develop model systems which may be replicated or adapted in different kinds of communities to serve a variety of child-family populations, the major goal of each individual program is to develop a system which becomes a model for its own community. ACYF aspires that CFRP shall develop a system which is appropriate to local needs and fulfills the needs of children and families longitudinally. By developing coordination between programs and services in a local community, the CFRP makes a contribution to the total community.

Parent and Child Centers

The Parent and Child Centers were authorized by Congress in 1966 and have been in existence since 1967 in 32 locations. They were established as experimental programs for testing a variety of learning approaches for families with children from birth to age three. While there was no specific design for the approach, the emphasis was on having parents interact with their own children.

The PCC projects follow very closely the Head Start approach. The services provided include comprehensive health care and nutrition education, social services, educational experience for the child, and parent education. The difference between the two approaches is that PCC deals with the very young child and the parent. This approach emphasizes the early attention to family needs and capitalizes on the fact that much learning occurs very early in life.

As with Head Start, the Parent and Child Center approach uses a group approach with a home based option. Parents are involved in the child's development, and emphasis is placed on education for the parent in both approaches.

The 32 grants, in 22 urban and 10 rural sites, are located in areas that also have Head Start programs. Therefore, the PCC graduates move into a Head Start program and experience continual educational opportunities from birth to school age.

From their beginning in 1967 to 1975, the PCC's were regulated and monitored from the Head Start National Office in Washington. During 1975-78, decentralization of the leadership occurred and PCC's were governed out of the 10 Regional HEW offices. This has not been satisfactory for such a small group of centers and the leadership has been centralized again. National PCC Workshops are held from time to time, and a research project has been designed to determine the longitudinal effects of the project.

Basic Skills Project

The most recent demonstration project planned by Head Start is the basic skills program. Head Start planned to spend $1 million during 1979 to fund joint basic education skills projects in Head Start agencies and local school districts. This project has been in response to President Carter's call for efforts to assist children in acquiring the basic skills they need to function in a complex society. This model program is to demonstrate effective ways for the child to acquire developmentally appropriate educational skills in a supportive environment. The project is to demonstrate ways in which Head Start and elementary schools can collaborate to design and implement programs that stress basic skills.

The basic skills project consists of three phases: Phase I is a pilot effort in 15 Head Start sites, two of which are bilingual; Phase II is to be a field demonstration in 31 sites; and Phase III will be research phase.

Throughout the project, program demonstrations must reflect four essential project elements: curriculum; parent involvement; teacher attitudes and behaviors, staff training and continuity.

At the present time, 15 pilot sites have been selected. The plans for evaluations of these pilot sites have been contracted and research efforts will begin occurring during Phase II of the project. One of the research efforts that will be of interest will relate to parent-child school interaction, e.g., in terms of factors influencing the child's learning attitudes.

In addition to the basic skills project, 1) Project Developmental Continuity, a national experiment, and 2) Follow Through, another national experiment, were initiated several years ago to explore ways of smoothing the transition of Head Start children into elementary schools. Both of these experiments are ongoing, and some of their results have been reported. Their findings suggest that Head Starts and schools are learning some ways to work together which do smooth this transition.

PARENTING RESOURCE MATERIALS

Beth D. Sattes

The Parenting Materials Information Center (PMIC) of the Southwest Educational Development Laboratory (SEDL), 211 East Seventh Street, Austin, Texas 78701, is a valuable resource collection which houses approximately 3,700 print and non-print materials related to parenting, parent education and parent involvement. A catalog of these materials, Parenting in 1977, is available for a nominal charge. Persons who work with parents can use the PMIC system to retrieve materials which have been gathered and analyzed by Center staff.

The National Diffusion Network (NDN), designed to help local school districts adopt high quality educational programs which have been developed with federal funds, has approved 190 exemplary programs for national dissemination. Some of these programs are designed to involve parents directly in the education of their children; others provide for the development of parenting skills. One such program, the Parent Readiness Education Project, developed in Detroit, Michigan, includes a component for high school seniors in which students work directly with preschoolers and participate in seminars on child development and the responsibilities of parenthood. A descriptive catalog, Educational Programs That Work, is available for a small fee from NDN by writing USOE, Washington, D. C. 20201.

The Appalachia Educational Laboratory (AEL), P. O. Box 1348, Charleston, West Virginia 25325, conducted an evaluative review of parenting materials in 1975. AEL was especially interested in audio-visual materials which were appropriate for prospective parents and parents of preschool-aged children. Since that time, AEL has continued to review newly released materials, including materials that are appropriate to parents of school-aged children. A catalog, Parenting Materials, contains a summary of audio visuals and suggestions for the most appropriate audience. It is available for a small fee.

The National Congress of Parents and Teachers (PTA), in conjunction with the National Foundation-March of Dimes, has established parenting as a number one priority area. The two organizations have been working to make parents and educators aware of the importance of education for parenthood and family life for inclusion in the curriculum of public schools. They are especially concerned about the increasing number of teen-age pregnancies and family pressures in today's society. The PTA and March of Dimes have held national, regional and state-wide conferences on parenting, to promote the establishment of local parenting groups which can work as local advocates of parenting curriculum in the schools. They have developed a resource kit, How to Help Children Become Better Parents, which includes strategies for implementing parent education and provides references to existing school-age parent programs. Further information is available from the National Foundation, 275 Mamaroneck Avenue, White Plains, New York 10605, or the National PTA, 700 North Rush Street, Chicago, Illinois 60611.

Another resource on parent education is the Education for Parenthood Program (EFP), jointly sponsored by the U. S. Office of Education and the Office of Child Development (now ACYF). One of the model EFP Programs is called "Exploring Childhood," developed by the Education Development

Center, Newton, Massachusetts. This high-school course is designed to provide "hands-on" experiences with preschool children, as well as some classroom lectures, discussions, films and readings. It is adaptable to the needs of teenagers of varied cultural backgrounds, school-aged parents, adult parents, teachers, and other child care personnel. By seeing films which look at a typical day in different families, content is presented which relates to living in family settings. Cross-cultural differences as well as individual differences are emphasized. Sibling rivalries, divorce, and the effects of a newborn on members of the family are all topics for discussion in this family living and child development curriculum.

Many audio-visuals which relate to parenting have been produced by both commercial and non-profit organizations. McGraw-Hill, 330 West 42nd Street, New York, New York 10036, for example, has a series of films which look in-depth at child development. Each film looks at one phase of development, e.g., physical, emotional, language, social across ages (infancy-toddler-preschool). Many productions have taken this approach. Parent's Magazine Films, Inc., 52 Vanderbilt Avenue, New York, New York 10017, has produced numerous filmstrips, which present less extensive materials, on stages of child development, child health, areas of crisis in families (e.g., divorce), exceptionality, and "parents are teachers."

This theme, parents are teachers, prevails in most of the newly-released materials. For example, Parents as Resources (PAR), 464 Central Avenue, Northfield, Illinois 60093, has produced a series of television shows in conjunction with WTTW, Chicago. Incidental learning is emphasized as well as the use of toys which can be made from materials found around most homes. Children learn through play (or play is a child's work) is another central theme in many of the new audiovisuals. The University of Toronto Media Centre, Toronto, Ontario, Canada, has developed four 28-minute videocassettes which deal with the importance of child's play. The content fits well with most early childhood program goals: to encourage parental involvement in young children's education.

Materials on health and safety are available from many sources, e.g., the National Dairy Council, 111 North Canal Street, Chicago, Illinois 60606, state university extension programs, and March of Dimes. Materials on family planning, prenatal care and prenatal development are also becoming widely available. The Northern Virginia Educational Telecommunications Association (NVETA), c/o Department of Education, Box 6Q, Richmond, Virginia 23216, has produced a series called Gettin' Over aimed primarily at low-income teen-age populations. Two of the shows in the series deal with the issues of family planning and prenatal care in a style which combines humor, an informal "rap" session among members of the cast, interviews, animation, and quizzes for the audience.

A recent development has been the production of a television series for young parents. The series, titled Footsteps, is currently being broadcast by many PBS stations. Eventually 16-mm film of the various broadcasts will be available to educators for local use (write: National Audiovisual Center, GSA, Reference Section, Washington, D. C. 20409). Home viewer guides may be obtained free from the Consumer Information Center, Pueblo, Colorado 81009. Other curriculum and discussion guides may be purchased from University Park Press, 233 East Redwood Street, Baltimore, Maryland 21202.

A variety of other resources for parenting programs are mentioned by category in Attachment B of this report. Additional documentation on these and other resources appears in a listing of references used in preparing this report (Attachment C).

PARENTING EFFORTS CLASSIFIED, AFTER TABLE 1

I. A. The program, Parents without Partners, exists in many local communities and is a clear example of this kind of program type. Transactional Analysis and a variety of quasi-therapy groups which focus on parents' personal development fit this type as well. Similarly, mutual support efforts in local communities such as those organized by local associations for retarded citizens provide additional examples. The Child Study Association of America has many local affiliate groups. These CSAA groups have been in existence for some time. For further information, contact the national organization cited in the references. Other information on programs of this type may be found in Honig (1975). Such programs can be formed by using the Appalachia Educational Laboratory's Parent Discussion Guides.

I. B. A blue ribbon study sponsored by the Carnegie Corporation has issued various reports (one prepared by Kenneth Keniston) emphasizing the importance of creating choices from among which parents can make selections. Such choices presumably make them coordinators of the resources of their own lives. A citizen group which has attempted to promote a similar agenda is the National Parents' Federation for Day Care and Child Development. This group seeks through its support of the Day Care and Child Development Council of America to create choices for parents who have children in day care facilities. The initiation of voucher systems in education represents one kind of experiment aimed at attaining similar outcomes. A major new initiative is currently being launched by the state of California in voucher systems in education.

I. C. Parents have been prepared during the past 15 years to perform work in a variety of new roles including in such settings as nursery schools, school-based programs, and day care centers. The contributions of the Administration on Children, Youth, and Families to such new role development has been described in the second main section of this report. The integration of parents into public school programs as tutors has become a standard part of many ESEA special title programs. Barletta and others (1978) describe some of their experience with the functioning of parents as tutors. Grandparents as tutors generally operate under volunteer program auspices. Such volunteer efforts have received a special boost via a Ford Foundation grant to create the National School Volunteer Program. Unlike other role activities in the present category, however, parent training which leads only to volunteer activities and not potentially to new occupational opportunities does not characterize all activities in the present category. What has more characterized them, in fact, is the preparation of parents to function in ongoing roles of responsibility that are not simply services donated to some other institution. For example, the home visitor or home demonstration agent roles in Home Start, Home-Oriented Preschool Education, programs created by DARCEE and others have tended to be ongoing ones for financial remuneration.

II. A. 1. The Child Study Association of America (CSAA) has already been mentioned in connection with category I. A. CSAA in its second major function illustrates the present category very well. In fact, the various therapy-oriented groups mentioned in I. A. appear, in their emphasis on transmission of didactic information regarding children and their development, to represent this category as well. All of the following, if presented primarily as didactic instruction, exemplify this category: Transactional Analysis, Reality Therapy, groups based on Haim Ginott's book, Between

Parent and Child, Psychoanalytic groups, groups based on the Rational Emotive Therapy model, those based on the client-centered model, various eclectic models, the Parent Effectiveness Training of Thomas Gordon, Adlerian parent education following the views of Rudolph Dreikurs, and numerous other locally developed efforts in parent education which in many instances have resulted in the production of materials and curricula. In some instances regional structures have been created and operated over extended time periods to support these. A very early example of this approach in addition to CSAA is what has come to be known as the Minnesota Program. Further information on such groups is available from Lamb & Lamb (1978) and Lane (1975). For a contemporary overview of the state of implementation in this area, one would do well to refer to an Education Commission of States report (1979).

II. A. 2. The feature distinguishing the present programs from those in the preceding category is that they incorporate some experiential component which leads to a goal orientation, i.e., working to accomplish particular things with a child. Both programs in the present category and the preceding one are process oriented. If a specific experiential component is included, leading to involvement with goals for one's own child, then all of the therapy-oriented groups of the preceding category become examples of the present category and, therefore, will not be listed here again. In addition, many programs have been created around an experiential approach which fit only into the present category. They include Project HOPE (Appalachia Educational Laboratory), the Florida Model of parent involvement created by Ira Gordon and associates (See Olmsted), the Parent-to-Parent approach used in Ypsilanti (High/Scope Educational Research Foundation), programs of DARCEE, the Verbal Interaction Project developed by Phyllis Levenstein for use by toy demonstrators and parents, similar programs involving a toy lending library created by the Far West Laboratory, Home Start, "The Family Development Research Program" which is also known as the Syracuse Program associated with Bettye Caldwell and her former associates Alice Honig and Ron Lally, the Brookline Program associated with Burton White, "Infant Stimulation Through Family Life Education" of Albany, New York, the Reverend Jesse Jackson's Project PUSH for high school students, the Mother Training Program of Merle Karnes and associates, Spanish Dame Bilingual Project in San Jose, California, Projects of the University of Hawaii's Center for Research in Early Education, the "learning to learn program," and Teaching Parents Teaching. Most of these programs have been discussed in Goodson & Hess (1975) or in Honig (1975). In addition to these, the ACYF adapted from the Exploring Childhood program a version for parents in various Home Start programs. This new curriculum is called Exploring Parenting. To the foregoing there might be added numerous locally developed programs which have met in many instances with considerable success (e.g., in the Granite School District of Utah and in the Los Angeles City Schools). The teaching of problem-solving techniques for use in parent-child interactions (Shure & Spivack, 1978) shows one approach within this category which differs considerably from that of many other programs. A final approach worthy of mention here for its considerable variety of local program models is the behavioral approach. The Research Press of Champagne, Illinois has been one of the most active publishers of work in this tradition. Numerous individually authored monographs of collaborative works using the behavioral approach are listed in the references of Attachment C.

II. A. 3. The only clear example found of the present category is the practice of training persons who will work as foster parents. Perhaps the reason for this almost empty category is that in corrective/ameliorative program efforts, it is generally more likely that highly specific training will be provided rather than general training or education.

II. A. 4. Several of the programs of this type are described by Grim (no date). Alice Hayden has discussed their "Center Based Parent Training Model" for working with one's own handicapped child. Their approach is basically behavioral. H. D. B. Fredricks and others tell about their home-center based parent approach used in Medford, Oregon. M. Shearer describes the widely known Portage Project of home based parent training in Wisconsin. A final approach appearing within the Grim report is of a Handicapped Children's Early Education Project (HCEEP) in Nashville, Tennessee which operates as a regional intervention program using parent implemented preschool. Two other notable examples of this category are Rick Heber's program in Wisconsin and Pavenstadt's program for very high risk children.

II. B. 1. The antecedents of this work include a long tradition of social studies education and "senior problems" courses in secondary schools which have given emphasis to issues of family life. The Exploring Childhood program, if presented as didactic instruction, belongs within this category. Morris (1977) has prepared a general supporting document for those who are engaged in this kind of program implementation. Another example is that of what frequently today is called family life education which may or may not include sex education. All of these approaches have in common that they typically occur within school classrooms and, if based here, do not have an experiential component.

II. B. 2. Any of the approaches mentioned in the preceding section will classify here if they include an experiential component. Moreover, it seems likely that experiences of children serving as peer tutors contributes to their own future parenting skills, so such experience may be classified here; yet the usual reason given for using peer tutors is not this outcome. Workshops causing interaction with members of one's own family in informal settings would qualify for this category.

II. B. 3. For a time, the Consortium on Early Child Bearing and Child Rearing worked in the area suggested by this category. Some of its products are the infant abstracts prepared by Williams (1972; 1974), and now distributed by the Child Welfare League of America. The National Alliance Concerned with School-Age Parents is a consortium of agencies which seek to disseminate among themselves new information on promsing practices with teenage parents. The Florence Crittenton and the Booth philanthropic efforts continue to provide residential and counseling services for (usually) unwed teenage mothers. In AEL's own region, the Appalachian Regional Commission has supported numerous interagency efforts within the regional states which have sought to address the concerns of this category. ARC's efforts are intended to create what will be ongoing programmatic efforts after their support has been phased out. The National Foundation-March of Dimes has collaborated with ARC in creating an ongoing component of many of these regional efforts. Also noteworthy within this category are a number of recent changes in school law and practice which emphasize helping teenage parents to stay in school and to complete their education; only a few years ago this was rare, but even today a majority of high school girls who discontinue their education do so following the birth of a child. See also Cannon-Bonventre and Khan (1979) for an illuminating discussion of the help-seeking behaviors of adolescent parents.

III. A. The following are programs having limited goals of a preventative or developmental nature: efforts to prevent child abuse and neglect (e.g., by the Education Commission of the States), prenatal classes, child care instruction in well-baby clinics, planned parenthood programs, school entry orientations, school transition orientations, and sex education. Efforts by Action for Children's Television and the national PTA to influence television programming in the direction of reducing children's viewing of violent episodes is an example of program activities in this category. The United States Congress approved the "Health Services and Centers Amendments of 1978" to, among other things, prevent teenage pregnancies. See also in this connection, "A Structural Language Program for Two-Year-Olds and Their Mothers" in Goodson & Hess (1975).

III. B. It will be interesting to note how many of the activities under this category are of relatively recent origin. Parents Anonymous, child neglect and abuse hot lines, abortion assistance grants, advice to stepparents (Visher & Visher, 1979), the crisis nursery (Curtis, 1978), and special materials on child abuse and neglect (Committee on Infant and Preschool Child, 1978) all provide examples of activities of this type. In addition, the creation of model laws and new standards for reporting child abuse and neglect indicate an attempt to institutionalize various new corrective procedures. Under P. L. 94-142 there are provisions to help parents with preschool children's handicapping conditions.

IV. A. Robert Boger and others at Michigan State University's Institute for Family and Child Study, while emphasizing the teaching role of the parent, have attempted specifically to develop the teacher-parent working relationship by enhancing communication (Barletta and others, 1978). Similarly, Sprigle's "Learning to Learn" program emphasizes home-school understanding. A useful report on how to enhance such communication was prepared some years ago by the Association for Childhood Educational International (1969). Scheduled home-school conferences or the opportunity for parents or schools to initiate these are also examples of this category.

IV. B. Volunteers or aides who perform in non-instructional roles only or parents who engage only in fund-raising for schools or programs represent the only entries uncovered for this category.

IV. C. The present category identifies a pervasive theme in public education at present. It is difficult to find new educational legislation which does not contain some provision for it. For example, efforts have been mandated to accomplish parent involvement in local program governance under specific provisions of E.S.E.A., E.S.A.A., and other compensatory education efforts. The need for this is repeatedly stressed within the new legal provisions of the Education for All Handicapped Children's Act, P. L. 94-142. The Carnegie Corporation has supported various panels and studies which regularly produce a recommendation for further parent involvement of this type. A more concrete expression of the movement is the regular newsletter Citizen Action in Education which is produced by the Institute for Responsive Education of Boston, Massachusetts. Suggestions for methods of creating this type of involvement may be found in the Education Commission of the States edited report (1979).

IV. D. Parent cooperative nursery schools and preschools have appeared in many places over the years (Hymnes and others, 1978a). Cooperative day care centers are also found in many locations. The Appalachian Regional Commission sought to sponsor in New York a plan for child development coops. In this connection see also Bergman (1975). Under the new Title II of E.S.E.A., specific provisions are made for a new kind of collaborative relationship within basic skills programs to involve parents and teachers working together in instruction. A final example which seems appropriate here is contracting systems between parents and schools (e.g., in the Oakland Public Schools, California and in the Highland Park Schools in Illinois). Contracting arrangements identify the respective responsibilities and rights of parents, children, and schools.

V. A. Both center-based and home-based or family day care services belong in this category. The University of North Carolina, Greensboro, developed demonstrations for how to give quality care to infants and toddlers in groups. The Frank Porter Graham Clinic of the University of North Carolina, Chapel Hill demonstrates and carries out research in a context of comprehensive day care services. The ACYF has supported the Child Development Associates (CDA) Consortium to engage in personnel development which can support center-based day care and other child development programs. A means by which this is accomplished is the training and accrediting of paraprofessional CDA Associates. Currently CDA is initiating activities to develop standards for accrediting home day care workers. The Day Care and Child Development Council of America and the Appalachia Educational Laboratory provide materials to support day care programming with an emphasis on quality services. In these connections also see Honig (1975). Hymes (1978b; 1979) provides entertaining accounts through interview of the history of caring for the children of working mothers in various programs especially suited for the young. A final program of this type was designated the Infant Education Research Project and involved Earl Schaefer and others (1972).

V. B. Many of the programs in this category tend to be delivered by the social service delivery system. They include child protective services, foster care, homemaker services, adoptive placement, and family child casework. Local affiliates of the Family Service Association of America generally provide only the last of these kinds of services. Various publications describe standards and procedures for providing such services (Sherman and others, 1973; Shyne & Schroeder, 1978; DHEW, 1978). Title XX services have been provided under the Social Security Act in the child health and welfare sector in recent years to many children from low income families. Hot lines for talking over varied and more general problems and drop-in centers provide help and outlets for families in the midst of crisis. How to develop one such service, the crisis nursery, is described by Curtis (1978). Grants are now being made to agencies throughout America by the U. S. Office of Education to provide directory services to parents of handicapped children who wish to find where to receive specialized help. This work is now in a demonstration phase to determine what are effective alternative ways for providing such directions to parents, guardians, and teachers of handicapped children.

VI. A. Yankelovich and Associates (1977) performed an analysis of the current status of family life in America. Their report documents the reasons that a more comprehensive approach is needed to the creation of supports for families. Talbot (1974; 1976) performed a similar review and suggested a number of comprehensive approaches for solving some of the problems facing the family. The Carnegie Corporation's spokespersons have provided some of the most recent analyses of ways to develop remedies for conditions affecting families of "stacked deck" children. One of the Carnegie concerns has been given the label "technological cradle." This term draws our attention to the number of unknown environmental hazards which exist today, from which families and children may require protection. Carnegie has also called for the creation of comprehensive family policy to strengthen both the family's voice in what happens to it and its choice of alternative courses of action for remedy. The creation of child and family advocacy systems is a relatively new development belonging in this category. Especially noteworthy have been recent calls for the development of required family impact statements which would be filed in a manner similar to that for currently filing environmental impact statements. This suggestion has resulted from the observation that policy regarding families is, at best, extremely piecemeal. A final development which seems to belong here is the creation of special new agencies within states which have the responsibility to focus specifically on families. There even has been discussion of creating within the U. S. President's Cabinet a position of Secretary on Families.

VI. B. The Child and Family Resource Program and the Parent and Child Centers supported by the ACYF are examples of this type of activity. A widely felt concern in direct services to families has been the poor quality of coordination. In response to this concern, many states have already created new offices having such names as "Human Services" whose responsibility is to promote an overall improved coordination of direct remedial services. The remaining examples all operate at the local program level: comprehensive services are delivered through the Atlanta Job Corps Center to young mothers who are solo parents; Sally Provence at the Yale Child Study Center operates a comprehensive program for high risk infants of psychotic and retarded mothers; and, the Kentucky Rural Child Care Project provides for total involvement of the family unit from the child's birth up to school age (Honig, 1975). General directions on providing social services to children and their families are afforded by various references (Sherman & Phillips, 1973; Shyne & Schroeder, 1978). To help people keep track of this variety of new services, a clearinghouse has been created on home based services to children. It is located at the University of Iowa, Oakdale. To gain some additional perspectives on the thinking of professionals regarding the specialized services needed by some families, it will be useful to examine the report from the Advisory Committee on Child Development (1976).

Attachment B

OTHER RESOURCES FOR PARENTING PROGRAMS

Many resources for parenting programs have been cited in the audio-visual materials section of this report and in Attachment A. In addition, Attachment C provides citations or organizational addresses for other resources. The present attachment examines certain specialized resources that are not elsewhere mentioned in the report.

Conferences and Meetings

Many of the professional organizations listed within Attachment C hold annual study conferences or conventions that are open to the public. Information on these meetings may be obtained from their national offices or from their periodicals.

The Save the Children Federation, an Appalachian organization, has held conferences almost annually in recent years at Berea, Kentucky on Appalachia's children. The Morehead State University of Morehead Kentucky is in the process of launching what will become an annual conference on Appalachian child development, with considerable emphasis on studies of children and family life. Periodically the Appalachian Regional Commission sponsors similar events (e.g., in November, 1978, the ARC co-sponsored the "Raising a New Generation in Appalachia" Conference in Ashville, North Carolina).

The White House Conference on Children and Youth has become a regular feature, with considerable coverage given in the national press and periodicals to policy positions taken. Reports issued by the Conference generally serve to highlight the concerns of nationally recognized professionals. A newcomer is the proposed White House Conferences on Families which is to occur first in 1981. The Ninety-Fifth Congress held joint hearings on the proposed Conference February 2 and 3, 1978 (report available from the U. S. Government Printing Office).

Organizations

Several organizations which can be helpful to parenting programs have been mentioned in other parts of this report, with addresses supplied for several in Attachment C. The organizations to be mentioned here are those whose primary activities have included family research. Personnel from these institutions can often provide highly specialized technical assistance.

Some of these groups which contribute to family study include: Institute of Social Research, University of Michigan, Ann Arbor 48104; Merrill-Palmer Institute, 71E. Ferry Avenue, Detroit, Michigan 48202; Institute for Family and Child Research, Michigan State University, East Lansing 48823; National Urban League, 55 E. 52nd Street, New York, New York 10022; Center for Parenting Studies, Wheelock College, 200 The Riverway, Boston, Massachusetts 02215; Center for Family Studies, Arizona State University, Tempe 85281; Black Family Life Project, Morehouse College, Atlanta, Georgia 30314; Gesell Institute of Child Development, 310 Prospect, New Haven, Connecticut 06511; Institute of Human Development, University of California, Berkeley 94708; Foundation for Child Development, 345 East 46th Street, New York, New York 10017; Family Development Study, Children's Hospital Medical Center, 300 Longwood Avenue, Boston, Massachusetts, 02115; and Arsenal Family and Children's Center, 3939 Pennsylvania Avenue, Pittsburgh, Pennsylvania 15224. (Cf. other family study centers in Attachment C.)

In addition to the preceding organizations, qualified technical assistance on families may be available within each state at the major institutions of higher education. The following departments or professional schools are more likely to have strength in the family area: home economics (child development, family life), social work, sociology, psychology, early childhood education, nursing, pediatrics, and psychiatry.

REFERENCES

Abidin, R. R. Parenting skills workbook. (Cf.: Parenting skills trainer's manual.) New York: Human Sciences Press, 1976.

Advisory Committee on Child Development. Toward a national policy for children and families. Washington, D. C.: National Academy of Sciences, 1976.

Appalachia Educational Laboratory (AEL), P. O. Box 1348, Charleston, West Virginia 25325. For information on: Project Home-Oriented Preschool Education (HOPE); "Aids to Early Learning," and Childhood and Parenting Research Program.

Association for Childhood Education International. Parents-children-teachers: Communication. Washington, D. C.: ACEI, 1969.

Association for Childhood Education International (ACEI), 3615 Wisconsin Avenue, N.W., Washington, D. C. 20016.

Baker, K. R., & Fane, X. F. Understanding and guiding young children. Englewood Cliffs, New Jersey: Prentice-Hall, 1967.

Barletta, C., Boger, R., Lezotte, L., & Hull, B. (Eds.) Planning and implementing parent/community involvement in the instructional delivery system. East Lansing, Michigan: Michigan State University, 1978.

Becker, W. C. Parents are teachers. A child management program. Champaign, Illinois: Research Press, 1971

Becker, W. C., & Becker, J. W. Successful parenthood. How to teach your child values, competence, and responsibility. Chicago: Follett, 1974.

Bergman, R. L. Sharing responsibilities, sharing resources. A philosophical and practical approach to the administration of parent cooperatives and other programs involving parents. Cleveland, Ohio: Center for Human Services, 1975.

Brodsky, I. M. The world's newest profession. Philadelphia: The Profession of Parenting Institute, 1975.

Burnett, D. K. Your preschool child. Making the most of the years from two to seven. New York: Holt, Rinehart and Winston, 1961.

Cain, C. F. Parent groups: Their role in a better life for the handicapped. Exceptional children, 1976, 42, pp. 432-437.

Cannon-Bonventre, K., & Kahn, J. The ecology of help-seeking behavior among adolescent parents. Executive summary. January, 1979. Cambridge, Massachusetts: American Institutes for Research, 1979.

Carnegie Corporation. Carnegie Quarterly. Carnegie supports numerous programs involving a child-family focus, and the Quarterly regularly features these and related publications.

Center for Parent Education, 55 Chapel Street, Newton, Massachusetts 02160 (Burton White).

Center for the Study of Families and Children, Vanderbilt University, Box 1516, Station B, Nashville, Tennessee 37235.

Champagne, D. W., & Goldman, R. M. Teaching parents teaching. New York: Meredith Corporation, 1972.

Child Development Staff. Programs for infants and young children. (5 vols.) Washington, D. C.: Appalachian Regional Commission, 1970.

Child Study Association of America, 50 Madison Avenue, New York, New York 10010.

Child Welfare League of America, 67 Irwing Place, New York, New York 10003

Clarke-Stewart, K. A. Popular primers for parents. American Psychologist, 1978, 33, pp. 359-380.

Committee on Infant and Preschool Child, etc. Parenting. An annotated bibliography. Washington, D. C.: DHEW, 1978

Comptroller General. Report to the Congress of the United States. Early childhood and family development programs improve the quality of life for low-income families. Washington, D. C.: Comptroller General of the United States, 1979.

Curtis, J. C. "I love my child but I need help . . . ." How to develop a crisis nursery. Washington, D. C.: U. S. Government Printing Office, 1978.

Davis, E. A., & McGinnis, E. Parent education. A survey of the Minnesota program. Westport, Connecticut: Greenwood Press, 1939.

Day Care and Child Development Council of America, 1401 K Street, N.W., Washington, D. C. 20005.

Demonstration and Research Center in Early Education (DARCEE), George Peabody College, Nashville, Tennessee 37203. DARCEE offers numerous publications on home training, home visitation, materials for infant development, and family day care.

DHEW. System of social services for children and families. An overview. Washington, D. C.: U. S. Government Printing Office, 1978.

Dingle Associates. An annotated bibliography for child and family development programs. Washington, D. C.: U. S. Government Printing Office, 1977.

Eddinger, L. (Ed.) Parenting guide: Selected resources and materials 1965-1975. Washington, D. C.: National Alliance Concerned with School-Age Parents, 1975.

Education Commission of the States. *Families and schools: Implementing parent education*. Denver, Colorado: ECS, 1979.

Education for Parenthood, Office of Education, Room 2083, FOB 6, 400 Maryland Avenue, S.W., Washington, D. C. 20202.

ERIC-CEC, 1920 Association Drive, Reston, Virginia 22091. ERIC-CEC has prepared several bibliographies on parent education relative to handicapped children.

ERIC-CEC, 800 W. Pennsylvania Avenue, Urbana, Illinois 61801. ERIC-CEC offers numerous bibliographies on parent education and allied areas.

Family Service Association of America (FSAA), 44 E. 23rd Street, New York, New York 10010. FSAA publishes numerous reports and pamphlets in family services and studies.

Gilmer, B., Miller, J. O., & Gray, S. W. Intervention with mothers and young children: Study of intra-family effects. Nashville, Tennessee: DARCEE, 1970.

Goodson, B. D., & Hess, R. D. *Parents as teachers of young children: An evaluative review of some contemporary concepts and programs*. Stanford, California: Stanford University, 1975. ED 136 967.

Ira Gordon. (See Olmsted.)

Grim, J. (Ed.) *Training parents to teach. Four models*. Chapel Hill, North Carolina: TADS, no date.

Hamermesh, F. W. *Preparing professionals for family life and human sexuality education*. Michigan Department of Public Health, (around 1978).

High/Scope Educational Research Foundation, Parent/Infant Department, 600 North River Street, Ypsilanti, Michigan 48197. High/Scope can provide information on the Parent-to-Parent model and on a School-Age Parents project.

Hobbs, N. D. *A handbook for parents of handicapped children*. Monte Sereno, California: Nancy D. Hobbs, 1978.

The Home and School Institute, Project HELP, Trinity College, Washington, D. C. 20017.

Home-School Interaction Council (HSIC), Middle Tennessee State University, Murfreesboro, Tennessee 37132.

Honig, A. S. *Parent involvement in early childhood education*. Washington, D. C.: National Association for the Education of Young Children, 1975.

Honig, A. S. *Infant education and stimulation (birth to 3 years): A bibliography*. Urbana, Illinois: ERIC-ECE, 1973.

Howard, N. K. Education for parents of preschoolers: An abstract bibliography. Urbana, Illinois: ERIC-ECE, 1974.

Howard, N. K. Mother-child home learning programs: An abstract bibliography. Urbana, Illinois: ERIC-ECE, 1972.

Hymes, J. L., Jr. Early childhood education living history interviews. Book 3. Reaching large numbers of children. Carmel, California: Hacienda Press, 1979.

Hymes, J. L., Jr. and others. Early childhood education living history interviews. Book 1: Beginnings. Carmel, California, 1978a.

Hymes, J. L., Jr. and others. Early childhood education living history interviews. Book 2: Care of the children of working mothers. Carmel, California: Hacienda Press, 1978b.

The International Childbirth Education Association, P. O. Box 20852, Milwaukee, Wisconsin 53220.

Jones, M. M. Guiding your child from 2 to 5. New York: Harcourt, Brace and World, 1967.

Keniston, K. and the Carnegie Council and Children. All our children: The American family under pressure. New York, New York: Harcourt, Brace, Jovanovich, 1977.

Kraft, A. Are you listening to your child? How to bridge the gap through creative play sessions. New York: Walker, 1973.

Lamb, J., & Lamb, W. A. Parent education and elementary counseling. New York: Human Sciences Press, 1978.

Lane, M. B. Education for parenting. Washington, D. C.: National Association for the Education of Young Children, 1975.

Lightfoot, S. L. Worlds apart, relationships between families and schools. New York, New York: Basic books, 1978.

Litwak, E., & Meyer, H. J. with Mickelson, C. E. School, family and neighborhood: The theory and practice of school-community relations. New York: Columbia University Press, 1974.

Markun, P. M. Parenting. Washington, D. C.: Association for Childhood Education International, 1973.

Mash, E. J., Hamerlynck, L. A., & Handy, L. C. (Eds.) Behavior modification and families. New York: Brunner/Mazel, 1976.

Miller, W. H. Systematic parent training. Procedures, cases and issues. Champaign, Illinois: Research Press, 1975.

Morris, L. A. (Ed.) Education for parenthood: A program, curriculum, and evaluation guide. Washington, D. C.: Behavior Associates, 1977.

Mosteller, F., & Moynihan, D. P. On equality of educational opportunity. New York: Vintage Books, 1972.

National Alliance Concerned with School-Age Parents, 7315 Wisconsin Avenue #211-W, Washington, D. C. 20014.

National Association for the Education of Young Children (NAEYC), 1834 Connecticut Avenue, N.W., Washington, D. C. 20009

National Clearinghouse for Home-Based Services to Children. The University of Iowa, Oakdale, Iowa 52319.

The National Congress of Parents and Teachers (PTA), 700 N. Rush Street, Chicago, Illinois 60611.

The National Council on Family Relations, (NCFR), 1219 University Avenue, S.W., Minneapolis, Minnesota 55415. NCFR publishes journals in family studies and services.

National Education Association. Parents and teachers together. (multimedia program) West Haven, Connecticut: NEA Distribution Center, date unknown.

Dr. Patricia Olmsted, Parent Follow-Through Project, University of North Carolina, Chapel Hill, North Carolina 27514. Dr. Olmsted can supply information on Dr. Ira Gordon's (deceased) work and on the status on the Parent Follow-Through effort.

Parents as Resources (PAR), 464 Central Avenue, Northfield, Illinois 60093. PAR holds workshops for parents and publishes related materials.

Pavloff, G., & Wilson, G. Adult involvement in child development for staff and parents. Atlanta: Humanics Associates, 1972.

Peairs, L., & Peairs, R. What every child needs. New York: Harper & Row, 1974.

Pickarts, E., & Fargo, J. Parent education. Toward parental competence. New York: Meredith Corporation, 1971.

Rood, L. A. Parents and teachers together: A training manual for parent involvement in Head Start Centers. Washington, D. C.: Day Care & Child Development Council of America, 1970.

Ruben, M. and others. Parent guidance in the nursery school. New York: International Universities Press, 1960.

Rueveni, U. Networking families in crisis. New York: Human Sciences Press, 1978.

Satir, V., Stackowiak, J., & Taschman, H. A. Helping families to change. New York: Jason Aronson, 1975.

Schaefer, E. S. & Aaronson, M. Infant education research project: Implementation and implications of the home-tutoring program. In R. K. Parker (Ed.), The preschool in action. Boston: Allyn and Bacon, 1972, 410-436.

Sherman, E. A., Phillips, M. H., Haring, B. L., & Shyne, A. W. Service to children in their homes: Its nature and outcome. Washington, D. C., Child Welfare League of America, 1973.

Shure, M. B., & Spivack, G. Problem-solving techniques in childrearing. San Francisco: Jossey-Bass, 1978.

Shyne, A. W., & Schroeder, A. G. National study of social services to children and their families. Washington, D. C.: U. S. DHEW, 1978.

Smith, M. B. Home and school. Focus on reading. Glenview, Illinois: Scott, Foresman, 1971.

Southern Association of Colleges and Schools. Together is best. Families and schools. Atlanta: SACS, 1976.

Southwest Educational Development Laboratory (SEDL), the Division of Community and Family Education, 211 East 7th Street, Austin, Texas 78701. Ask for information on the Parenting Materials Information Center or the TV public service spot announcements on parenting.

Sparling, J., & Lewis, I. Infant learning games. Resources for a parent/child partnership. Raleigh, North Carolina: Department of Human Resources, 1978.

Spock, B. Raising children in a difficult time. A philosophy of parental leadership and high ideals. New York: Norton, 1974.

Stevens, J. H., Jr., & Mathews, M. (Eds.) Mother/child, father/child relationships. Washington, D. C.: National Association for the Education of Young Children, 1978.

Talbot, N. B. Raising children in modern America. What parents and society should be doing for their children. Boston: Little, Brown, and Co., 1976.

Talbot, N. B. (Ed.) Raising children in modern America. Problems and prospective solutions. Boston: Little, Brown, and Co., 1974.

Visher, E. B., & Visher, J. S. Stepfamilies: A guide to working with stepparents and stepchildren. New York: Brunner/Mazel, 1979.

Walberg, H. J., & Marjoribanks, K. "Family environment and cognitive development: Twelve analytic models." Review of Educational Research, 1976, 46, pp. 527-551.

White, S. H., and others. *Federal programs for young children.* (4 volumes) Washington, D. C.: U. S. Government Printing Office, 1973.

White house conference on families, 1978. Washington, D. C.: U. S. Government Printing Office, 1978.

Williams, T. M. *Infant care. Abstracts of the literature*. *Supplement*. Washington, D. C.: Child Welfare League of America, 1974.

Williams, T. M. *Infant care. Abstracts of the literature*. Washington, D. C.: Child Welfare League of America, 1972.

Yankelovich, Skelly and White, Inc. *Raising children in a changing society*. Minneapolis, Minnesota: General Mills, 1977.

APPENDIX B

Hypotheses to be Tested

DESIGN AND APPROACH

The previous sections have addressed the situation which makes hypothesis testing possible. The specific problem is that there appears to be some secondary evidence that changes in parenting practices and family interaction are responsible for changes in child development, but this relationship is only suggested by the fragmentary data presently available and awaits other controlled experimentation.

Hypotheses To Be Tested

The rationale and conceptualization of the follow-up study is given in the form of hypotheses to be tested. In this section, treated parents and children are those who participated in one of the HOPE treatments (TV-HV or TV-HV-GE) from one to three years during 1968 through 1971, and untreated parents and children are those from the initial randomly assigned sample who were tested during that time period but did not receive the HOPE program.

Hypothesis I: Variations in child development are associated with different child rearing practices, both within the groups of

(a) untreated parents and

(b) treated parents.

(c) Differences between treated and untreated parents are associated with differences in child development outcomes.

Hypothesis II: Variations in child development are associated with different family interaction patterns, both within the groups of

(a) untreated parents and

(b) treated parents.

(c) Differences between treated and untreated parents are associated with differences in child development outcomes.

Hypothesis III: Parents' perception of their own role in child development is a slightly different situation. If we assume that such changes as hypothesized above did occur, then a change in parental self-concept concerning their role as a teaching agent is implied. Therefore, such changes would be self-perpetuating in that, over time, the changed concept of self as a teaching agent and as one capable of changing the child would lead to development by the parent of innovative strategies of child training and management. As the child grows older, different behaviors related to the developmental stages are emitted and these suggest emerging needs for new types of parental input. From this line of reasoning, one would hypothesize greater variance among treated parents in their role conceptions as teachers, with, however, a common core of self-perceived efficacy.

Hypothesis IV: With the fourth hypothesis, the "community institutions" which integrate early childhood experiences are considered to be the schools in this current research project. A related hypothesis then is that the "parents' preparation of the child" leads to a conception by the parent that there is a need for preparation.

A second related hypothesis is that a means-end relationship exists between what parents perceive as a desirable outcome and the means generated to achieve that outcome (i.e., more ways to manipulate the system to achieve results). Stated in the preceding hypothesis testing format:

Variations in child development are associated with an understanding of desirable outcomes from parenting practices, both within the groups of

(a) untreated parents and

(b) treated parents.

(c) Differences between treated and untreated parents' practices are associated with differences in child development outcomes.

A third related hypothesis is that when a strategy was identified but did not work, treated parents would more often have tried some other alternative. Stated in the hypothesis testing format:

Variations in child development are associated with alternative-seeking behavior by parents, both within groups of

(a) untreated parents and

(b) treated parents.

(c) Differences between treated and untreated parents' practices are associated with differences in child development outcomes.

Another hypothesis not specifically related to the four given previously is as follows: Children who had group experiences before entering formal schooling as a part of the HOPE program show better social adjustment and fewer incidents of problem behavior as identified by teachers.

Although details concerning data analysis will be presented in a later section, the reader should note that "a" and "b" statements in the above hypotheses are intended to suggest correlational analyses, while the "c" hypotheses suggest analysis of variance situations.

APPENDIX C

PDM/2-10-78

Distribution of HOPE Follow-Up Study
Sample as of February 10, 1978

HOPE Follow-Up Sample Distribution (1977-78)*

Package	95
TV-Home Visitor	124
Control	96
	315

Raleigh	159
Mercer	61
Monroe	1
Summers	75
Fayette	19
	315

Raleigh

	Totals
Package	59
TV-Home Visitor	19
Control	81
	159

Mercer

Package	13
TV-Home Visitor	40
Control	8
	61

Monroe

Package	0
TV-Home Visitor	1
Control	0
	1

Summers

Package	13
TV-Home Visitor	62
Control	0
	75

Fayette

Package	11
TV-Home Visitor	1
Control	7
	19

Total 315

Race

Not Listed	3
White	301
Black	11
	315

Blacks by County

Raleigh	2
Fayette	9
	11

Blacks by Treatment

Package	8
TV-Home Visitor	0
Control	3
	11

Sex

Male	160
Female	155
	315

Sex by Treatment

	Male	Female
Package	50	45
TV-Home Visitor	63	61
Control	47	49
	160	155

Sex by County & Treatment

Raleigh

	Male	Female
Package	29	30
TV-Home Visitor	6	13
Control	40	41
	75	84

---

*"Package" is those which received television, a home visitor, and a group experience each week and "TV-HV" is those who received only television and a home visitor. This list does not include 30 in the TV-Home group with incomplete ID numbers.

Sex by County & Treatment (cont'd.)

Mercer

	Male	Female
Package -	6	6
TV-Home Visitor -	24	17
Control -	4	4
	34	27

Monroe

	Male	Female
Package -	0	0
TV-Home Visitor -	0	1
Control -	0	0
	0	1

Summers

	Male	Female
Package -	7	6
TV-Home Visitor -	32	30
Control	0	0
	39	36

Fayette

	Male	Female
Package -	8	3
TV-Home Visitor -	1	0
Control -	3	4
	12	7

APPENDIX D

Sample Letter and Explanatory Materials for County Boards of Education

Appalachia
Educational
Laboratory

February 13, 1978

Mr. C. D. Lilly, Superintendent
Mercer County Schools
1420 Honaker Avenue
Princeton, West Virginia 24740

Dear Mr. Lilly:

As you may remember, Beth Sattes and I attended the December RESA Board meeting and briefly described plans for a research project involving some students in Mercer County. This letter represents the request for permission to collect additional data which we described at the RESA meeting. One enclosure briefly describes a plan to complete a Home-Oriented Preschool Education follow-up study, and another lists the types of data to be collected.

You may recall that Marguerite Miller coordinated data collection for the previous preliminary follow-up study of 61 Mercer County children. Most of the required data were obtained during that effort, but the children have two additional years of schooling now. We also may find a few more HOPE children, and as explained in the enclosure, we would like for certain teachers to complete a brief rating form.

AEL appreciates the cooperation we have received from you in the past. Upon hearing of your approval to collect the school-based data, we will proceed with a discussion of specific procedures with you or someone whom you designate. We anticipate drawing upon substitute teachers in your area and would appreciate recommendations from you as to any qualified persons who would be willing to enter into a short-term employment contract with AEL. We would also appreciate your suggestions as to the best method of contacting individual schools.

Thanks again for your help and cooperation. As usual, we will provide you with a copy of reports and will carefully guard the privacy of all individuals.

Sincerely yours,

Charles Bertram

Charles L. Bertram
Associate Director
Planning, Research & Evaluation

Enclosures

Appalachia Educational Laboratory, Inc.
1031 Quarrier Street / P.O. Box 1348 • Charleston, West Virginia 25325 • (304) 344-8371
An Affirmative Action / Equal Opportunity Employer

DESCRIPTION OF HOPE FOLLOW-UP STUDY

Background

The Home-Oriented Preschool Education (HOPE) program, developed by the Appalachia Educational Laboratory (AEL), was piloted in five West Virginia counties during 1968-71. The HOPE model was designed to meet the needs of bringing an acceptable and cost-effective preschool program into rural areas, where sparse population and transportation problems prohibit traditional early childhood programs for all children. HOPE involved the use of (a) daily television lessons and related printed materials, (b) home visitation by a local paraprofessional to support and demonstrate to parents methods of promoting their young children's development, and (c) weekly group experiences for the children in a mobile or stationary classroom.

During the demonstration years, children were systematically selected from geographical areas and randomly assigned to one of the following three groups: (1) children receiving home visits, television lessons, and weekly group experiences; (2) children receiving home visits and television lessons only; and (3) children who received the television signal only, with no special intervention in the home. This last group served as a "control" group with which one could compare the effectiveness of the HOPE components which dealt directly with the parent and the child.

Children ranging in age from three to five years old were involved in HOPE for one to three years. Pre- and post-tests were administered at the beginning and end of every school year. The results from these tests showed that HOPE did facilitate learning: the control group scores were significantly different than the results of the two program groups, the latter showing more gains on an AEL curriculum-specific test, the Peabody Picture Vocabulary Test, the Frostig, and the Illinois Test of Psycholinguistic Ability. Additionally, children who participated in the group experience activities were more socially constructive than children in the control or television-only group, as measured by a specially designed observation technique.

Preliminary Follow-Up Study

During the fall of 1975, AEL staff became interested in conducting a follow-up study of the children who participated in the HOPE program during 1968-69 through 1970-71. At that time, the normal range of grades for the children was third (three year olds during 1970-71) through seventh (five year olds during 1968-69). With your cooperation, information was collected concerning school attendance, grades given by teachers, and standardized test scores.

Because the study was conducted quickly and at a very low cost, further research is needed. However, 315 children were located, and preliminary data analyses indicate that children in the two treatment groups of the HOPE program had significantly higher attendance during elementary school, had higher grade point averages during grades 1-3, and achieved higher scores on three basic skills sub-tests of the Educational Development Series.

The fact that preliminary analyses indicate that the initial advantage demonstrated by HOPE children is continuing up through grade three would tentatively suggest that the HOPE intervention is continuing as a treatment, although the families have had no communication from AEL since 1971.

Proposed Follow-Up Study

AEL would like to conduct a more thorough investigation of the original HOPE children, exploring the following three broad areas:

School records. Using the data form in Attachment 1, we propose to collect data on the children, now in grades five through nine. Information would be treated confidentially, with possible identification codes destroyed after analyses are completed. The privacy of the children will be protected at all times. Proposed data strategies include, as before, school attendance, achievement test scores, and grades assigned by teachers. Additional information will include the kinds and numbers of referrals for special educational services and health problems.

If HOPE continues to be an effective intervention because of family or parent changes, then one might expect that siblings of the original sample would demonstrate comparable differences in school attendance and achievement records. If siblings can be located, data will be collected on them as well as on the original HOPE population.

Sociability ratings. Teachers of the 315 children and siblings will be contacted to complete a questionnaire (Attachment 2) to measure the child's social maturity and adaptability. The teachers will not be informed as to which treatment group the children were assigned, essentially creating a situation in which the rater is "blind" to possible treatment-related effects. Teachers will be asked to complete these questionnaires on their own time, and compensation will be arranged from AEL for their cooperation.

Parent-child variables. In addition to school-based data, local persons will be trained in interview techniques to collect information from the home through the use of open-ended questionnaires with parents and with children from the original HOPE sample. Because parent reaction to AEL has been favorable in the past, we anticipate a high percentage of cooperation.

APPENDIX E

AEL I.D. # ____________

HOPE Follow-Up Study Data Collection Form and Coding for School Data

1978-79 HOPE Follow-Up Study
Data Collection Form

Name of Student ________________________________

Current Address ________________________________

____

Telephone Number _______________________________

Parent or Guardian Name _________________________

Enumerator ____________________ Date ____________

Card 01

AEL I.D. #	V1	(1-4)
Birthdate ____________ Age as of May 1, 1978 (mo.)	V2	(5-7)
Sex: M _____ F _____ (M = 1, F = 2)	V3	(8)
Race ____________ (W = 1, B = 2)	V4	(9)
County ____________ Raleigh = 1, Mercer = 2, Summers = 3, Fayette = 4	V5	(10)
Elementary School ____________ (see attached list)	V6	(11-12)
Jr. High School ____________ (see attached list)	V7	(13-14)
No. of Years in HOPE (Info. on C17 more accurate)	V8	(15)
No. of Siblings in HOPE ____________	V9	(16)
No. of Siblings in Family ____________	V10	(17)
PPVT I.Q. Score (June, 71 Post Test)	V11	(18-20)
No. Grades Repeated: 0 __, 1 __, 2 __, 3 or more __	V12	(21)
*Born in County: Yes ___ No ___	V13	(22)
*Born in State: Yes ___ No ___	V14	(23)
*ESEA Title I Participant: Yes ___ No ___	V15	(24)
Current Grade in School ____________	V16	(25)

*Code: Yes = 1, No = 2

AEL I.D. # ____________

Card 01 (cont'd.)

Attendance Record From Permanent Record

	Days Present	Days Absent	% Attendance (Keypunched)	Column
Grade 1	____	____	V17	(26-28)
Grade 2	____	____	V18	(29-31)
Grade 3	____	____	V19	(32-34)
Grade 4	____	____	V20	(35-37)
Grade 5	____	____	V21	(38-40)
Grade 6	____	____	V22	(41-43)
Grade 7	____	____	V23	(44-46)
Grade 8	____	____	V24	(47-49)
Grade 9	____	____	V25	(50-52)
Total	____	____	V26	(53-55)
Grade Repeated ___	____	____	V27 ____	(56-58)
Grade Repeated ___	____	____	V28	(59-61)
Grade Repeated ___	____	____	V29	(62-64)
Type of School Attended in 1975-76 (Rural=1, Urban=2)			V30	(65)
Number of Classrooms in School Attended in 1975-76			V31	(66-67)
Slope for Attendance (Grades 1-6)			V32	(68-70)
Mean for Attendance (Grades 1-6)			V33	(71-73)
Sigma for Attendance (Grades 1-6)			V34	(74-77)
Blank				(78)
Card 01				(79-80)

FORMAT (F4.0,F3.0,3F1.0,2F2.0,3F1.0,F3.0,5F10,13F3.1,F10,F2.0,F3._,F3.1,F4.1,X, F2.0)

Card 02

Student Grades (1 and 2)

Repeat AEL I.D. # ____________ (1-4)

	Grade 1				Grade 2			
	1		2		1		2	
	Gr.	Cd.*	Gr.	Cd.	Gr.	Cd.	Gr.	Cd.
Reading	___	V1 (5)	___	V17 (21)	___	V34 (40)	___	V50 (56)
Writing	___	V2 (6)	___	V18 (22)	___	V35 (41)	___	V51 (57)
Spelling	___	V3 (7)	___	V19 (23)	___	V36 (42)	___	V52 (58)
English	___	V4 (8)	___	V20 (24)	___	V37 (43)	___	V53 (59)
Arithmetic	___	V5 (9)	___	V21 (25)	___	V38 (44)	___	V54 (60)
Science	___	V6 (10)	___	V22 (26)	___	V39 (45)	___	V55 (61)
US Hist	___	V7 (11)	___	V23 (27)	___	V40 (46)	___	V56 (62)
WV Hist	___	V8 (12)	___	V24 (28)	___	V41 (47)	___	V57 (63)
Civics	___	V9 (13)	___	V25 (29)	___	V42 (48)	___	V58 (64)
Geography	___	V10 (14)	___	V26 (30)	___	V43 (49)	___	V59 (65)
Music	___	V11 (15)	___	V27 (31)	___	V44 (50)	___	V60 (66)
Art	___	V12 (16)	___	V28 (32)	___	V45 (51)	___	V61 (67)
Health	___	V13 (17)	___	V29 (33)	___	V46 (52)	___	V62 (68)
Phys Ed	___	V14 (18)	___	V30 (34)	___	V47 (53)	___	V63 (69)
________ (other)	___	V15 (19)	___	V31 (35)	___	V48 (54)	___	V64 (70)
________ (other)	___	V16 (20)	___	V32 (36)	___	V49 (55)	___	V65 (71)

Average V33 (37-39)

Average V66 (72-74)

FORMAT (F4.0,32F1.0,F3.2,32F1.0,F3.2,4X,F2.0)

Blank	(75-78)
Card 02	(79-80)

*A = 5, B = 4, C = 3, D = 2, F = 1

Other Coding System--Grade 1 ______________________________

Other Coding System--Grade 2 ______________________________

Card 03

Student Grades (3 and 4)

Repeat AEL I.D. # ____________ (1-4)

	Grade 3				Grade 4			
	1		2		1		2	
	Gr.	Cd.*	Gr.	Cd.	Gr.	Cd.	Gr.	Cd.
Reading	___	V1 (5)	___	V17 (21)	___	V34 (40)	___	V50 (56)
Writing	___	V2 (6)	___	V18 (22)	___	V35 (41)	___	V51 (57)
Spelling	___	V3 (7)	___	V19 (23)	___	V36 (42)	___	V52 (58)
English	___	V4 (8)	___	V20 (24)	___	V37 (43)	___	V53 (59)
Arithmetic	___	V5 (9)	___	V21 (25)	___	V38 (44)	___	V54 (60)
Science	___	V6 (10)	___	V22 (26)	___	V39 (45)	___	V55 (61)
US Hist	___	V7 (11)	___	V23 (27)	___	V40 (46)	___	V56 (62)
WV Hist	___	V8 (12)	___	V24 (28)	___	V41 (47)	___	V57 (63)
Civics	___	V9 (13)	___	V25 (29)	___	V42 (48)	___	V58 (64)
Geography	___	V10 (14)	___	V26 (30)	___	V43 (49)	___	V59 (65)
Music	___	V11 (15)	___	V27 (31)	___	V44 (50)	___	V60 (66)
Art	___	V12 (16)		V28 (32)	___	V45 (51)	___	V61 (67)
Health	___	V13 (17)		V29 (33)	___	V46 (52)	___	V62 (68)
Phys Ed	___	V14 (18)		V30 (34)	___	V47 (53)	___	V63 (69)
________ (other)	___	V15 (19)		V31 (35)	___	V48 (54)	___	V64 (70)
________ (other)	___	V16 (20)		V32 (36)	___	V49 (55)	___	V65 (71)

Average V33 (37-39)

Average V66 (72-74)

FORMAT (F4.0,32F1.0,F3.2,32F1.0,F3.2,4X,F2.0)

Blank (75-78)

Card 03 (79-80)

*A = 5, B = 4, C = 3, D = 2, F = 1

Other Coding System--Grade 3 ________________________________

Other Coding System--Grade 4 ________________________________

Card 04

Student Grades (5 and 6)

Repeat AEL I.D. # ____________ (1-4)

	Grade 5				Grade 6			
	1		2		1		2	
	Gr.	Cd.*	Gr.	Cd.	Gr.	Cd.	Gr.	Cd.
Reading		V1 (5)		V17 (21)		V34 (40)		V50 (56)
Writing		V2 (6)		V18 (22)		V35 (41)		V51 (57)
Spelling		V3 (7)		V19 (23)		V36 (42)		V52 (58)
English		V4 (8)		V20 (24)		V37 (43)		V53 (59)
Arithmetic		V5 (9)		V21 (25)		V38 (44)		V54 (60)
Science		V6 (10)		V22 (26)		V39 (45)		V55 (61)
US Hist		V7 (11)		V23 (27)		V40 (46)		V56 (62)
WV Hist		V8 (12)		V24 (28)		V41 (47)		V57 (63)
Civics		V9 (13)		V25 (29)		V42 (48)		V58 (64)
Geography		V10 (14)		V26 (30)		V43 (49)		V59 (65)
Music		V11 (15)		V27 (31)		V44 (50)		V60 (66)
Art		V12 (16)		V28 (32)		V45 (51)		V61 (67)
Health		V13 (17)		V29 (33)		V46 (52)		V62 (68)
Phys Ed		V14 (18)		V30 (34)		V47 (53)		V63 (69)
________ (other)		V15 (19)		V31 (35)		V48 (54)		V64 (70)
________ (other)		V16 (20)		V32 (36)		V49 (55)		V65 (71)

Average V33 (37-39)

Average V66 (72-74)

FORMAT (F4.0,32F1.0,F3.2,32F1.0,F3.2,4X,F2.0)

Blank (75-78)

Card 04 (79-80)

*A = 5, B = 4, C = 3, D = 2, F = 1

Other Coding System--Grade 5 ________________________________

Other Coding System--Grade 6 ________________________________

Card 05

Student Grades (7 and 8)

Repeat AEL E.D. # ____________ (1-4)

	Grade 7				Grade 8			
	1		2		1		2	
	Gr.	Cd.*	Gr.	Cd.	Gr.	Cd.	Gr.	Cd.
Reading	___	V1 (5)	___	V17 (21)	___	V34 (40)	___	V50 (56)
Writing	___	V2 (6)	___	V18 (22)	___	V35 (41)	___	V51 (57)
Spelling	___	V3 (7)	___	V19 (23)	___	V36 (42)	___	V52 (58)
English	___	V4 (8)	___	V20 (24)	___	V37 (43)	___	V53 (59)
Arithmetic	___	V5 (9)	___	V21 (25)	___	V38 (44)	___	V54 (60)
Science	___	V6 (10)	___	V22 (26)	___	V39 (45)	___	V55 (61)
US Hist	___	V7 (11)	___	V23 (27)	___	V40 (46)	___	V56 (62)
WV Hist	___	V8 (12)	___	V24 (28)	___	V41 (47)	___	V57 (63)
Civics	___	V9 (13)	___	V25 (29)	___	V42 (48)	___	V58 (64)
Geography	___	V10 (14)	___	V26 (30)	___	V43 (49)	___	V59 (65)
Music	___	V11 (15)	___	V27 (31)	___	V44 (50)	___	V60 (66)
Art	___	V12 (16)	___	V28 (32)	___	V45 (51)	___	V61 (67)
Health	___	V13 (17)	___	V29 (33)	___	V46 (52)	___	V62 (68)
Phys Ed	___	V14 (18)	___	V30 (34)	___	V47 (53)	___	V63 (69)
________ (other)	___	V15 (19)	___	V31 (35)	___	V48 (54)	___	V64 (70)
________ (other)	___	V16 (20)	___	V32 (36)	___	V49 (55)	___	V65 (71)
	Average	V33 (37-39)			Average	V66 (72-74)		

FORMAT (F4.0,32F1.0,F3.2,32F1.0,F3.2,4X,F2.0)

Blank (75-78)

Card 05 (79-80)

*A = 5, B = 4, C = 3, D = 2, F = 1

Other Coding System--Grade 7 ________________________________

Other Coding System--Grade 8 ________________________________

Card 06

Student Grades (Grade 9)

Repeat AEL I.D. # ____________ (1-4)

	Grade 9					
	1			2		
	Gr.	Cd.*		Gr.	Cd.	
Reading		V1	(5)		V17	(21)
Writing		V2	(6)		V18	(22)
Spelling		V3	(7)		V19	(23)
English		V4	(8)		V20	(24)
Arithmetic		V5	(9)		V21	(25)
Science		V6	(10)		V22	(26)
US Hist		V7	(11)		V23	(27)
WV Hist		V8	(12)		V24	(28)
Civics		V9	(13)		V25	(29)
Geography		V10	(14)		V26	(30)
Music		V11	(15)		V27	(31)
Art		V12	(16)		V28	(32)
Health		V13	(17)		V29	(33)
Phys Ed		V14	(18)		V30	(34)
(other)		V15	(19)		V31	(35)
(other)		V16	(20)		V32	(36)

Average V33 (37-39)

*A = 5, B = 4, C = 3, D = 2, F = 1

Other Coding System--Grade 9 ________________________________

Card 06 (cont'd.)

Var.	Card Column	
V34	(40-42)	Posttest PPVT Scores Averaged
V35	(43)	Number of Posttest PPVT Scores Averaged and Year 1 = 1st. yr. score only (1969) 2 = 1st. and 2nd. yr. scores (1969/70) 3 = 1st. and 3rd. yr. scores (1969/71) 4 = 1st., 2nd., and 3rd. yr. scores (1969/70/71) 5 = 2nd. yr. score only (1970) 6 = 2nd. and 3rd. yr. scores (1970/71) 7 = 3rd. yr. score only (1971)
V36	(44-46)	Pretest PPVT Score (9/1968)
V37	(47-49)	Posttest PPVT Score (5/1969)
V38	(50-52)	Posttest PPVT Score (6/1970) or Pretest PPVT Score (9/1970)
V39	(53-55)	Posttest PPVT Score (6/1971)
V40	(56-59)	Blank (Reserved for Pretest PPVT
V41		Scores on 9/1969 or 9/1970)
V42	(60-62)	PMA Verbal Meaning
V43	(63-65)	PMA Perceptual Speed
V44	(66-68)	PMA Number Facility
V45	(69-71)	PMA Spatial Relations
V46	(72-74)	PMA Total Score (Or other Grade 1 IQ score)
	(75-78)	Blank
	(79-80)	Card 06

FORMAT (F4.0,32F1.0,F3.2,F3.0,F1.0,4F3.0,4X,5F3.0,4X,F2.0)

Card 07

Educational Development Series (Pre 1976 Grade 3) *

Repeat AEL I.D. # ____________ (1-4)

School Interests: (See attached code list)

Music	Art	Math	Science	Social Studies	English	For.Lang.	Voc.
V1 (5)	V2 (6)	V3 (7)	V4 (8)	V5 (9)	V6 (10)	V7 (11)	V8 (12)

Abilities:

	Non-Verbal	Verbal	Total
Raw Score	V9 (13-14)	V10 (15-16)	V11 (17-18)
Loc. Sta.	V12 (19)	V13 (20)	V14 (21)
Gr. Score	V15 (22-24)	V16 (25-27)	V17 (28-30)

Basic Skills:

	Reading	English	Math	Total	Btr. Comp.
Raw Score	V18 (31-32)	V19 (33-34)	V20 (35-36)	V21 (37-39)	V22 (40-43)
Loc. Sta.	V23 (44)	V24 (45)	V25 (46)	V26 (47)	V27 (48)
Gr. Score	V28 (49-51)	V29 (52-54)	V30 (55-57)	V31 (58-60)	V32 (61-63)

I.Q. Score V33 (64-66)

Blank (67-75)

Original or Earliest PPVT Pretest V34 (76-78)

Card 07 (79-80)

FORMAT (F4.0,8F1.0,3F2.0,3F1.0,3F3.1,3F2.0,F3.0,F4.1,5F1.0,5F3.1,F3.0,9 X,F3.0,F2.0)

*School year 1976-77 was first year CTBS was used for statewide testing and 1975-76 was last year EDS was used.

Card 08

Post 1976 Grade 3 Test Series

Repeat AEL I.D. # _______ (1-4)

Subject Interest: (see attached code list)

Art	V1	(5)	Science	V8	(12)
English	V2	(6)	Soc. Stud.	V9	(13)
For. Lang.	V3	(7)	Voc.	V10	(14)
Math	V4	(8)	Blank		(15-17)
Music	V5	(9)			
Phys Ed	V6	(10)			
Reading	V7	(11)			

Cognitive Abilities Test

	Verbal	Non-Verbal
Raw Score	V11 (18-19)	V14 (24-25)
Nat. Perc.	V12 (20-21)	V15 (26-27)
Nat. Sta.	V13 (22-23)	V16 (28-29)

Comprehensive Test of Basic Skills

(Continued on Card 14)

Reading:

	R. Vocab.	R. Comp.	R. Total
Raw Score	V17 (30-31)	V20 (36-37)	V23 (42-43)
Nat. Perc.	V18 (32-33)	V21 (38-39)	V24 (44-45)
Nat. Sta.	V19 (34-35)	V22 (40-41)	V25 (46-47)

Language:

	Mechanical	Expression	Spelling	L. Total
Raw Score	V26 (48-49)	V29 (54-55)	V32 (60-61)	V35 (66-67)
Nat. Perc.	V27 (50-51)	V30 (56-57)	V33 (62-63)	V36 (68-69)
Nat. Sta.	V28 (52-53)	V31 (58-59)	V34 (64-65)	V37 (70-71)

Educational Development Series (Grade 6)			Blank	(76-78)
Career Plans--1st	V38	(72-73)	Card 08	(79-80)
2nd	V39	(74-75)		

FORMAT (4.0,10F1.0,3X,29F2.0,3X,F2.0)

Card 09

Educational Development Series (Pre 1976 Grade 6)

Repeat AEL I.D. # ____________ (1-4)

School Plans V1 (5) (See attached code list)

School Interest: (See attached code list)

Music V2 (6) Art V3 (7) Math V4 (8) Science V5 (9)

Social Studies V6 (10) English V7 (11) For. Lang. V8 (12) Voc. V9 (13)

Abilities:

	Non-Verbal	Verbal	Total
Raw Score	V10 (14-15)	V11 (16-17)	V12 (18-19)
Loc. Sta.	V13 (20)	V14 (21)	V15 (22)
Gr. Score	V16 (23-24)	V17 (25-26)	V18 (27-30)

Basic Skills:

	Raw Score	Loc. Sta.	Gr. Score
Reading	V19 (31-32)	V27 (49)	V35 (57-59)
English	V20 (33-34)	V28 (50)	V36 (60-62)
Math	V21 (35-36)	V29 (51)	V37 (63-65)
Science	V22 (37-38)	V30 (52)	V38 (66-68)
The USA	V23 (39-40)	V31 (53)	V39 (69-71)
Sol. E. Prob.	V24 (41-42)	V32 (54)	V40 (72-74)
Basic Skills Total	V25 (43-45)	V33 (55)	V41 (75-77)
Btry. Comp.	V26 (46-48)	V34 (56)	(See C 10 VI)

Blank (78)

Card 09 (79-80)

FORMAT (F4.0,9F1.0,3F2.0,3F1.0,2F2.1,F4.1,6F2.0,2F3.0,8F1.0,7F3.1,X,F2.0)

Card 10

Repeat AEL I.D. # ____________ (1-4)

Educational Development Series (cont'd.)

Btry. Comp.--Gr. Score V1 (5-7) (Pre 1976 Grade 6)

Post 1976 Grade 6 Test Series

Subject Interest: (see attached code list)

Art	V2 (8)	Music	V6 (12)	Soc. Stud.	V10 (16)
English	V3 (9)	Phys Ed	V7 (13)	Voc.	V11 (17)
For. Lang.	V4 (10)	Reading	V8 (14)	School Plans	V12 (18)
Math	V5 (11)	Science	V9 (15)	Blank	(19-20)

Cognitive Abilities Test

	Verbal	Non-Verbal
Raw Score	V13 (21-22)	V16 (27-28)
Nat. Perc.	V14 (23-24)	V17 (29-30)
Nat. Sta.	V15 (25-26)	V18 (31-32)

Comprehensive Test of Basic Skills

Reading:

	R. Vocab.	R. Comp.	R. Total
Raw Score	V19 (33-34)	V22 (39-40)	V25 (45-46)
Nat. Perc.	V20 (35-36)	V23 (41-42)	V26 (47-48)
Nat. Sta.	V21 (37-38)	V24 (43-44)	V27 (49-50)

Language:

	Mechanical	Expression	Spelling	Total
Raw Score	V28 (51-52)	V31 (57-58)	V34 (63-64)	V37 (69-70)
Nat. Perc.	V29 (53-54)	V32 (59-60)	V35 (65-66)	V38 (71-72)
Nat. Sta.	V30 (55-56)	V33 (61-62)	V36 (67-68)	V39 (73-74)

Post 1976 Grade 6 Test Series: Career Plans-- 1st V40 (75-76)

2nd V41 (77-78)

Card 10 (79-80)

FORMAT (F4.0,F3.1,11F1.0,2X,30F2.0)

Card 11

Repeat AEL I.D. # ____________ (1-4)

Post 1976 Grade 6
Comprehensive Test of Basic Skills (cont'd.)

Arithmetic:

	Comput.	Concept.	Applic.	Total
Raw Score	V1 (5-6)	V4 (11-12)	V7 (17-18)	V10 (23-24)
Nat. Perc.	V2 (7-8)	V5 (13-14)	V8 (19-20)	V11 (25-26)
Nat. Sta.	V3 (9-10)	V6 (15-16)	V9 (21-22)	V12 (27-28)

	Reference Skills	Science	Social Studies
Raw Score	V13 (29-30)	V16 (35-36)	V19 (41-42)
Nat. Perc.	V14 (31-32)	V17 (37-38)	V20 (43-44)
Nat. Sta.	V15 (33-34)	V18 (39-40)	V21 (45-46)

Special Services:

Referred for Psychological Ser.	V22	(47)
Referred for Special Class Placement	V23	(48)
Referred for Speech Screening	V24	(49)
Referred for Speech Services	V25	(50)
Referred for Audiologist Services	V26	(51)

(1 = Referred
2 = Not Referred
Blank = missing data)

Total CTBS (Read., Lang., Arith.)

Raw Score	V27	(52-54)
Nat. Perc.	V28	(55-56)
Nat. Sta.	V29	(57)

Blank (58-70)

Achievement Test Trend for Grades 3 and 6 (EDS and CTBS conformable)

Slope	V30	(71-73)
Mean	V31	(74-78)

Card 11 (79-80)

FORMAT (F4.0,21F2.0,5F1.0,F3.0,F2.0,F1.0, 13X,F3.1,F5.2,F2.0)

Card 12

School Nominations Device

AEL I.D. # ______________ (1-4) FORMAT (F4.0,72F1.0,2X,F2.0)

Item II	Presence of Charact.*	Item II	Presence of Charact.	Item II	Presence of Charact.
1	V1 (5)	25	V25 (29)	49	V49 (53)
2	V2 (6)	26	V26 (30)	50	V50 (54)
3	V3 (7)	27	V27 (31)	51	V51 (55)
4	V4 (8)	28	V28 (32)	52	V52 (56)
5	V5 (9)	29	V29 (33)	53	V53 (57)
6	V6 (10)	30	V30 (34)	54	V54 (58)
7	V7 (11)	31	V31 (35)	55	V55 (59)
8	V8 (12)	32	V32 (36)	56	V56 (60)
9	V9 (13)	33	V33 (37)	57	V57 (61)
10	V10 (14)	34	V34 (38)	58	V58 (62)
11	V11 (15)	35	V35 (39)	59	V59 (63)
12	V12 (16)	36	V36 (40)	60	V60 (64)
13	V13 (17)	37	V37 (41)	61	V61 (65)
14	V14 (18)	38	V38 (42)	62	V62 (66)
15	V15 (19)	39	V39 (43)	63	V63 (67)
16	V16 (20)	40	V40 (44)	64	V64 (68)
17	V17 (21)	41	V41 (45)	65	V65 (69)
18	V18 (22)	42	V42 (46)	66	V66 (70)
19	V19 (23)	43	V43 (47)	67	V67 (71)
20	V20 (24)	44	V44 (48)	68	V68 (72)
21	V21 (25)	45	V45 (49)	69	V69 (73)
22	V22 (26)	46	V46 (50)	70	V70 (74)
23	V23 (27)	47	V47 (51)	71	V71 (75)
24	V24 (28)	48	V48 (52)	72	V72 (76)

*Code: Yes = 1, No = 2 Blank (77-78) Card 12 (79-80)

Card 13

School Nominations Device (cont'd.)

AEL I.D. # ______________ (1-4)   FORMAT (F4.0,66F1.0,F3.0,5X,F2.0)

Item II	Presence of Charact.*	Item II	Presence of Charact.	Item II	Presence of Charact.
73	V1 (5)	97	V25 (29)	121	V49 (53)
74	V2 (6)	98	V26 (30)	122	V50 (54)
75	V3 (7)	99	V27 (31)	123	V51 (55)
76	V4 (8)	100	V28 (32)	124	V52 (56)
77	V5 (9)	101	V29 (33)	125	V53 (57)
78	V6 (10)	102	V30 (34)	126	V54 (58)
79	V7 (11)	103	V31 (35)	127	V55 (59)
80	V8 (12)	104	V32 (36)	128	V56 (60)
81	V9 (13)	105	V33 (37)	129	V57 (61)
82	V10 (14)	106	V34 (38)	130	V58 (62)
83	V11 (15)	107	V35 (39)	131	V59 (63)
84	V12 (16)	108	V36 (40)	132	V60 (64)
85	V13 (17)	109	V37 (41)	133	V61 (65)
86	V14 (18)	110	V38 (42)	134	V62 (66)
87	V15 (19)	111	V39 (43)	135	V63 (67)
88	V16 (20)	112	V40 (44)	136	V64 (68)
89	V17 (21)	113	V41 (45)	137	V65 (69)
90	V18 (22)	114	V42 (46)	138	V66 (70)
91	V19 (23)	115	V43 (47)	Teach.I.D.	___ (71-73)
92	V20 (24)	116	V44 (48)	Blank	(74-78)
93	V21 (25)	117	V45 (49)	Card 13	(79-80)
94	V22 (26)	118	V46 (50)		
95	V23 (27)	119	V47 (51)		
96	V24 (28)	120	V48 (52)		

*Code: Yes = 1, No = 2

Card 14

Repeat AEL I.D. # ____________ (1-4)

Comprehensive Test of Basic Skills (cont'd.)
(Post 1976 Grade 3)

Arithmetic:

	Comput.	Concept.	Applic.	Total
Raw Score	V1 (5-6)	V4 (11-12)	V7 (17-18)	V10 (23-24)
Nat. Perc.	V2 (7-8)	V5 (13-14)	V8 (19-20)	V11 (25-26)
Nat. Sta.	V3 (9-10)	V6 (15-16)	V9 (21-22)	V12 (27-28)

	Reference Skills	Science	Social Studies
Raw Score	V13 (29-30)	V16 (35-36)	V19 (41-42)
Nat. Perc.	V14 (31-32)	V17 (37-38)	V20 (43-44)
Nat. Sta.	V15 (33-34)	V18 (39-40)	V21 (45-46)

EDS and CTBS Test Scores Combined

Abilities Total -- Grade 3	V22	(47-49)
Abilities Total -- Grade 6	V23	(50-52)
Achievement Total -- Grade 3	V24	(53-55)
Achievement Total -- Grade 6	V25	(56-58)

Teacher Grades for Basic Skills (Read., Writ., Spell., Eng., Arith.)

Slope	V26	(59-61)
Mean	V27	(62-65)
Sigma	V28	(66-68)

Teacher Total Grades for Basic Skills

Slope	V29	(69-71)
Mean	V30	(72-75)
Sigma	V31	(76-78)

Card 14 (79-80)

FORMAT (F4.0,21F2.0,4F3.0,2(F3.1,F4.2,F3.1),F2.0)

Card 15 - HOPE Follow-Up Study

Scores from School Nominations

		Variable	Cols.
		ID (matching)	(1-4)
V 1	I+	Blunt	(5-7)
V 2	I-	Overconventional	(8-10)
V 3	II+	Distrustful	(11-13)
V 4	II-	Responsible	(14-16)
V 5	III+	Skeptical	(17-19)
V 6	III-	Overgenerous	(20-22)
V 7	IV+	Autocratic	(23-25)
V 8	IV-	Modest	(26-28)
V 9	V+	Aggressive	(29-31)
V 10	V-	Cooperative	(32-34)
V 11	VI+	Competitive	(35-37)
V 12	VI-	Dependent	(38-40)
V 13	VII+	Exploitative	(41-43)
V 14	VII-	Docile	(44-46)
V 15	VIII+	Managerial	(47-49)
V 16	VIII-	Self-Effacing	(50-52)
V 17	IX	Personal Disorganization	(53-55)
V 18	X	Anxiety Symptoms	(56-58)
V 19	XI	Depressive Symptoms	(59-61)
V 20	XII	Defensiveness	(62-64)
	Blank		(65-67)

FORMAT (F4.0,20F3.0,3X,6F1.0,5X,F2.0)

Observed Nervous Disorders

(Sum of Grades 1-5)

(1 = Yes, 0 = No)

Speech	V21	(68)
Involuntary Movement	V22	(69)
Nail Biting	V23	(70)
Restlessness	V24	(71)
Frequently requested to leave room	V25	(72)

Health Record

(1 = Mentioned, 0 = None mentioned) V26 (73)

Blank	(74-78)
Card 15	(79-80)

Card 16 - HOPE Follow-Up Study

School Nominations Quadrants

		Variable	Cols.
		ID	1-4
V 1	A	(raw) Aggressives (+)	5-8
V 2	B	(raw) Self-Effacing Dependents (-)	9-12
V 3	C	(raw) Responsible Conformers (-)	13-16
V 4	D	(raw) Manipulative Controllers (+)	17-20
V 5	Ap	proportionalized; as above	21-25
V 6	Bp	proportionalized; as above	26-30
V 7	Cp	proportionalized; as above	31-35
V 8	Dp	proportionalized; as above	36-40
	Blank		41- 46
	Quadrant Classification		
V 9	A = 1, B = 2, C = 3, D = 4		47
V 10	Noncopers = 1, Copers = 2		48
V 11	Active = 1, Passive = 2		49
	Blank		50-78
	Card 16		79-80

FORMAT (F4.0,4F4.0,4F5.3,6X,3F1.0,29X,F2.0)

Card 17 - HOPE Follow-Up Study

Master ID Info. (Based on Paul's Card 15)

Var.	Card Column	
	(1-4)	AEL ID #
	(5-29)	Blank
V1	(30)	ID: Treatment (1 = Pkg., 2 = TV-HV, 3 = TV only)
V2	(31)	ID: Sex (1 = M, 2 = F)
V3	(32-33)	ID: Unique in combo with card columns 1 & 2
	(34)	Blank
V4	(35)	County (1 = Raleigh, 2 = Mercer, 3 = Summers, 4 = Fayette)
	(36-37) (38-39) (40-41)	Birthdate: Month Day Year
V5	(42)	Race (1 = White, 2 = Black)
V6	(43-44)	Elementary School Attended (List of school codes attached)
V7	(45-46)	Junior High School Attended (List of school codes attached)
V8	(47-49)	Teacher I.D. # (Code list attached)
V9	(50)	Grade in School (as of May 1, 1978)
V10	(51-53)	Age in Months (as of May 1, 1978)
V11	(54)	Year entered program and Age at Time of Entrance 1 = 1968 - 3 years old 2 = 1968 - 4 years old 3 = 1968 - 5 years old 4 = 1969 - 3 years old 5 = 1969 - 4 years old 6 = 1969 - 5 years old 7 = 1970 - 3 years old 8 = 1970 - 4 years old 9 = 1970 - 5 years old
V12	(55)	Years in Program (1 = 1 yr., 2 = 2 yrs., 3 = 3 yrs.)
V13	(56)	Best Estimate of Years in Program
	(57-78)	Blank
	(79-80)	Card 17

FORMAT (F4.0,25X,2F1.0,F2.0,X,F1.0,3F2.0,F1.0,2F2.0,F3.0,F1.0,F3.0,3F1.0,22X,F2.0)

HOPE Follow-Up Study--1978

Code List

Educational Development Series (Pre 1976)

Career Plans

Pre 1976 Grade 6 (Card 8)

1 = Personal Services
2 = Sports
3 = Mining
4 = Factories
5 = Farming
6 = Government Services
7 = Shop
8 = Transportation
9 = Construction
10 = Stores
11 = Offices
12 = Sales
13 = Business
14 = Arts
15 = Social Services
16 = Sciences

School Plans

Pre 1976 Grade 6 (Card 9)

1 = Quit School
2 = Finish High School
3 = Trade School
4 = Jr. College
5 = 4-year College
6 = Graduate School

School Interest

Pre 1976 Grade 3 (Card 7)

Pre 1976 Grade 6 (Card 9)

1 = Low
to
9 = High

HOPE Follow-Up Study--1978

Code List

Comprehensive Test of Basic Skills (Post 1976)

Career Plans

Post 1976 Grade 6 (Card 10)

1 = Art and Music

2 = Business and Management

3 = Clerical Work

4 = Communication and Writing

5 = Engineering and Applied Technology

6 = Entertainment

7 = For--Farming

8 = Homemaking

9 = Law and Law Enforcement

10 = Manufacturing

11 = Math and Sciences

12 = Medicine and Health Services

13 = Merchandising

14 = Military

15 = Mining

16 = Personal Services

17 = Skilled Trades and Crafts

18 = Social Services

19 = Transportation

Subject Interest

Post 1976 Grade 3 (Card 8)

Post 1976 Grade 6 (Card 10)

5 = Like Very Much

4 = Like Somewhat

3 = Neither Like or Dislike

2 = Dislike Somewhat

1 = Dislike Very Much

School Plans

Post 1976 Grade 6 (Card 10)

1 = Quit School

2 = Finish High School

3 = Vocational School

4 = Two-Year Program

5 = Four-Year Program

6 = Graduate School

HOPE Follow-Up Study--1978

Code List for Schools

( ) = No. of classrooms in 1975-76
R = Rural, U = Urban

1 = Coal City Elementary (12) R
2 = Beaver Elementary (14) R
3 = Mabscott Elementary (17) R
4 = Cranberry Elementary (15) R
5 = Hollywood Elementary (9) R
6 = Maxwell Hill Elementary (11) U
7 = Fairdale Elementary (14) R
8 = Greater Beckley Christian ( ) R
9 = Slab Fork Elementary (4) R
10 = Daniels Elementary (11) R
11 = Mt.View Elementary (17) R
12 = Ghent Elementary (6) R
13 = Piney View Elementary (13) R
14 = Bradley Elementary (5) R
15 = Pipestem Elementary (6) R
16 = Athens Jr. High ( ) R
17 = Athens Elementary (11) R
18 = Oakvale Elementary (10) R
19 = Bluewell Elementary (11) R
20 = Glenwood Elementary (11) R
21 = Mercer Elementary (25) U
22 = Spanishburg Elementary (7) R
23 = Melrose Elementary (8) R
24 = Princeton Jr. High
25 = Knob Elementary (14) U
26 = Lashmeets Elementary (9) R
27 = Brushfork Elementary (8) R
28 = Kegley Elementary (3) R
29 = Sun Valley Elementary (6) R
30 = Forrest Hill Elementary (7) R
31 = Jumping Branch Elementary (7) R
32 = Bellepoint Elementary (9) R
33 = Central Elementary (9) R
34 = Hinton Jr. High
35 = Talcott (8) R
36 = Stratton Jr. High (22) U
37 = St. Francis de Sales (8) U
38 = Lincoln Elementary (13) U
39 = Cresent Elementary (15) U
40 = Princewick (4) R
41 = Mt. Hope Elementary (18) U
42 = Glen Jean Elementary (12) R
43 = Spanishburg Jr. High
44 = Park Jr. High
45 = Stanaford Elementary
46 = Beckley Jr. High
47 = Crab Orchard Elementary
48 = Trap Hill Middle
49 = Shady Spring Jr. High
50 = Stoco Jr. High
51 = Mt. Hope Middle
52 = Collins Middle
53 = Rosedale Elementary
54 = Pipestem Christian Academy
55 = Glenwood Jr. High

Code List

Raleigh County Teachers

Code	Name	School
001	Adams, Bonnie Sue	Stratton Jr.
002	Adkins, Bernice	Ghent Elementary
003	Allen, Betty	Hollywood Elementary
004	Anderson, Nancy	Shady Spring Jr.
005	Archie, Wilda	Fairdale Elementary
006	Barker, Lonnie	Stoco Jr.
007	Bellamy, Gertrude	Cranberry Elementary
008	Blankenship, Phyllis	Hollywood Elementary
009	Cadle, Linda	Beaver Elementary
010	Chandler, Mary	Mabscott Elementary
011	Cole, Cherlyn	Trap Hill Middle
012	Cole, Joan	Maxwell Hill Elementary
013	Corder, Mrs.	Park Jr.
014	Covey, Margaret	Fairdale Elementary
015	Crawford, Eleanor	Coal City Elementary
016	Cuthbert, David R.	Stoco Jr.
017	Dunbar, Mrs.	Park Jr.
018	Elam, Verna	Fairdale Elementary
019	Emery, Karen	Stoco Jr.
020	Evans, Stephanie	Hollywood Elementary
021	Farley, Jesse A.	Stratton Jr.
022	Gallaher, Deborah	Shady Spring Jr.
023	Hutchison, Philip	Cranberry Elementary
024	Jaap, John	Cranberry Elementary
025	Jernigan, Ruth	Park Jr.
026	Kendall, Roberta	Beckley Jr.

Code	Name	School
027	Kent, Mary	Stoco Jr.
028	Kideler, Rodney W.	Trap Hill Middle
029	Kincaid, Muriel	Park Jr.
030	Laing, Sister Edith	Stanaford Elementary
031	Lilly, Carol	Mabscott Elementary
032	Lowe, Dewey	Trap Hill Middle
033	Lucento, Sheila	Park Jr.
034	Martin, Virgil	Park Jr.
035	McDorman, Betty	Coal City Elementary
036	Meadows, Bob	Park Jr.
037	Meadows, Jacqueline	Crab Orchard Elementary
038	Okes, Orlan E.	Park Jr.
039	Peters, Patricia	Stratton Jr.
040	Polk, Carol S.	Shady Spring Jr.
041	Prince, Kolleen	Cranberry Elementary
042	Richmond, Margradel	Beaver Elementary
043	Robertson, Mary	Trap Hill Middle
044	Sish, Janette	Coal City Elementary
045	Sturgill, Frances	Stoco Jr.
046	Teel, Marvin	Beckley Jr.
047	Thompson, Phyllis	Coal City Elementary
048	Thurman, June	Shady Spring Jr.
049	Thurman, Mary	Mabscott Elementary
050	Vargo, Kathryn	Beckley Jr.
051	Wall, Mrs.	Trap Hill Middle
052	Wheeler, Elizabeth	Park Jr.
053	Williams, Virginia	Coal City Elementary
054	Wills, David	Shady Spring Jr.
055	Wood, Beverly	Shady Spring Jr.

Code	Name	School
056	- - - - - - - - - - - - - - - -	Beckley Jr.
057	- - - - - - - - - - - - - - - -	Sophia Jr.
058	- - - - - - - - - - - - - - - -	Mt. View Elementary
059	- - - - - - - - - - - - - - - -	Trap Hill Middle
060	- - - - - - - - - - - - - - - -	Stratton Jr.
061	- - - - - - - - - - - - - - - -	Stanaford Elementary

Mercer County Teachers

062	Ammar	Central Jr.
063	Baisden	Bluewell Elementary
064	Bond	Princeton Jr.
065	Butterworth	Glenwood Elementary
066	Caruth	Glenwood Jr.
067	Clay	Princeton Jr.
068	Cottle	Spanishburg Elementary
069	Craig	Bluewell Elementary
070	Doyle, Catherine	Oakvale Elementary
071	Dye	Princeton Jr.
072	East, Pat	Spanishburg Jr.
073	Faulkner	Glenwood Elementary
074	Ferris	Mercer Elementary
075	Hardin	Mercer Elementary
076	Hutchens, Mrs. Jack	Spanishburg Jr.
077	Jones, Garland	Melrose Elementary
078	Jones, Mrs.	Knob Elementary
079	Land, R.	Athens Jr.
080	Lilly	Princeton Jr.

Code	Name	School
081	Lowe	Glenwood Jr.
082	Maynard	Spanishburg Jr.
083	McPherson	Knob Elementary
084	Miller, Craig	Melrose Elementary
085	Peters	Bluewell Elementary
086	Raney	Princeton Jr.
087	Sizemore	Mercer Elementary
088	Smith, Catherine	Athens Jr.
089	Spencer, Carol	Athens Elementary
090	Toler	Spanishburg Jr.
091	Walthall	Princeton Jr.
092	White, J.	Athens Elementary
093	White, Louise	Athens Elementary
094	White, R.	Princeton Jr.
095	Wright	Mercer Elementary
096	Yeck	Glenwood Jr.

Summers County Teachers

Code	Name	School
097	Allen, Michael D.	Talcott
098	Bower, Debra	Bellepoint
099	Deeds, L.	Central
100	Farley, Icie	Pipestem Elementary
101	Hedrick	Hinton Jr.
102	Irwin	Hinton Jr.
103	Irwin, Gary	Jumping Branch
104	McNeer	Hinton Jr.
105	Miller, Barbara	Hinton Jr.
106	Miller, Mike	Hinton Jr.

Code	Name	School
107	Mitchell, Ramona	Central
108	Pack, Steve	Hinton Jr.
109	Pennington, Beulah	Bellepoint
110	Smith, Walter	Forrest Hill Elementary
111	Tickle, Linda	Bellepoint
112	Vines, Callie	Bellepoint
113	- - - - - - - - - - - - - - - -	Central
114	- - - - - - - - - - - - - - - -	Talcott

Fayette County Teachers

115	Allen, Faith	Collins Middle
116	Brock, Patricia,	Glen Jean
117	Burrell, Bob	Glen Jean
118	Childs, J. W.	Mt. Hope Middle
119	Collins	Rosedale
120	Drennan, Bill Lee	Mt. Hope Middle
121	Hiser, Evelyn	Mt. Hope Middle
122	Howard	Glen Jean
123	Kazat, R. O.	Glen Jean
124	Thomas	Mt. Hope Middle
125	- - - - - - - - - - - - - - -	Mt. Hope Middle

APPENDIX F

School Nominations Device: Dimensions, Individual Checklist Form and Scoring System

Scoring Key for AEL 1978 Version of 1972 Checklist

SCHOOL NOMINATIONS DEVICE
(Weights Assigned 7/15/78)[1]

Rational Assignments of Child Behaviors to 8 Bipolar Dimensions of the Leary-Coffey (L-C) Circumplex Model of the Interpersonal Theory of Sullivan; Plus Selected Intra-Psychic Dimensions

Edward Earl Gotts

(A zero assignment means "no information" or "not applicable." Unsigned numbers are assignments for the *first* of the labels of the bipolar scale; negatively signed are assignments for the *second* of the labels. For a further description of the rational scaling procedure, see the paper, "Personality Classification of Discrete Pupil Behaviors," *Journal of School Psychology*, 1968-69, *7* (3), 54-62.[2] Tentative assignments are marked *x*, pending further study.)

L-C: Social/Interpersonal

I - Blunt/Overconventional
II - Distrustful/Responsible
III - Skeptical/Overgenerous
IV - Autocratic/Modest
V - Aggressive/Cooperative
VI - Competitive/Dependent
VII - Exploitative/Docile
VIII - Managerial/Self-Effacing

Intra-Psychic

IX - Personal Disorganization
X - Anxiety Symptoms
XI - Depressive Symptoms
XII - Defensiveness

Quantitative Scoring

In scoring, I-VIII have generally been held independent of IX-XI but allowed to overlap with XII. The rationale for this is that interpersonal or social reasons for behavior (i.e., I-VIII) should first be sought; only thereafter should intra-psychic explanations (i.e., IX-XI) be used. On the other hand, defensive behavior (XII) is by definition oriented toward or against others but for intra-psychic reasons. Therefore, XII items may also be scored in I-VIII, but only items not assignable to I-VIII may be assigned to IX-XI in general. This procedure offers advantages for correlational analysis, since it allows comparisons to be made between the interpersonal (I-VIII) variables and the intra-psychic ones (IX-XI), while using independent pools of items for each. The above lines of reasoning should not be construed to mean that we assume the interpersonal and intra-psychic to be unrelated; they are related.

---

[1] Unassigned items (missing all scales): 17, 20, 30, 35, 138.

[2] Unlike the above report, the weights shown herein are based on items having directional agreement by *4* of 5 judges. Item order is that of a 1978 AEL scale expansion of the Individual Checklist Form.

Quadrant Scoring

Children may be designated, based on their overall pattern of scores for dimensions I-VIII, as fitting into one of four quadrants: A (blunt, distrustful, skeptical, aggressive) "Aggressives"; B (modest, dependent, docile, self-effacing) "Self-effacing dependents"; C (overconventional, responsible, overgenerous, cooperative) "Responsible conformers"; and D (autocratic, competitive, exploitative, managerial) "Manipulative controllers". The A and B children (quadrants) are viewed as non-coping; C and D are interpersonally coping. Furthermore, A and D are active types; B and C are passive types. This fourfold empirical typology corresponds exactly to the circumplex arrangement of Leary and Coffey (1955).

To score the quadrants:

A = I + II + III + V, if positive,
C = I + II + III + V, if negative,
B = IV + VI + VII + VIII, if negative,
D = IV + VI + VII + VIII, if positive.

Quadrants A, B, C and D have different score ranges. These can be reduced to a common proportionalized base by dividing as follows:

$$A_p = \frac{A}{169} \qquad C_p = \frac{C}{-58}$$

$$B_p = \frac{B}{-66} \qquad D_p = \frac{D}{124}$$

The minus signs drop out, leaving comparable proportions for the four quadrants. These proportions are for items 1-138 only.

Clinical Scoring

This may of course follow the particular needs of the user, so long as reasonable levels of inter-rater agreement can be obtained. It is not necessary to hold I-VIII independent from IX-XI.

Items Omitted from AEL Form

Items 139 and 140, which do not appear in the AEL 1978 form are:

139. Clings to teacher and seeks to be near her and hold her hand.
140. Takes a back seat to others.

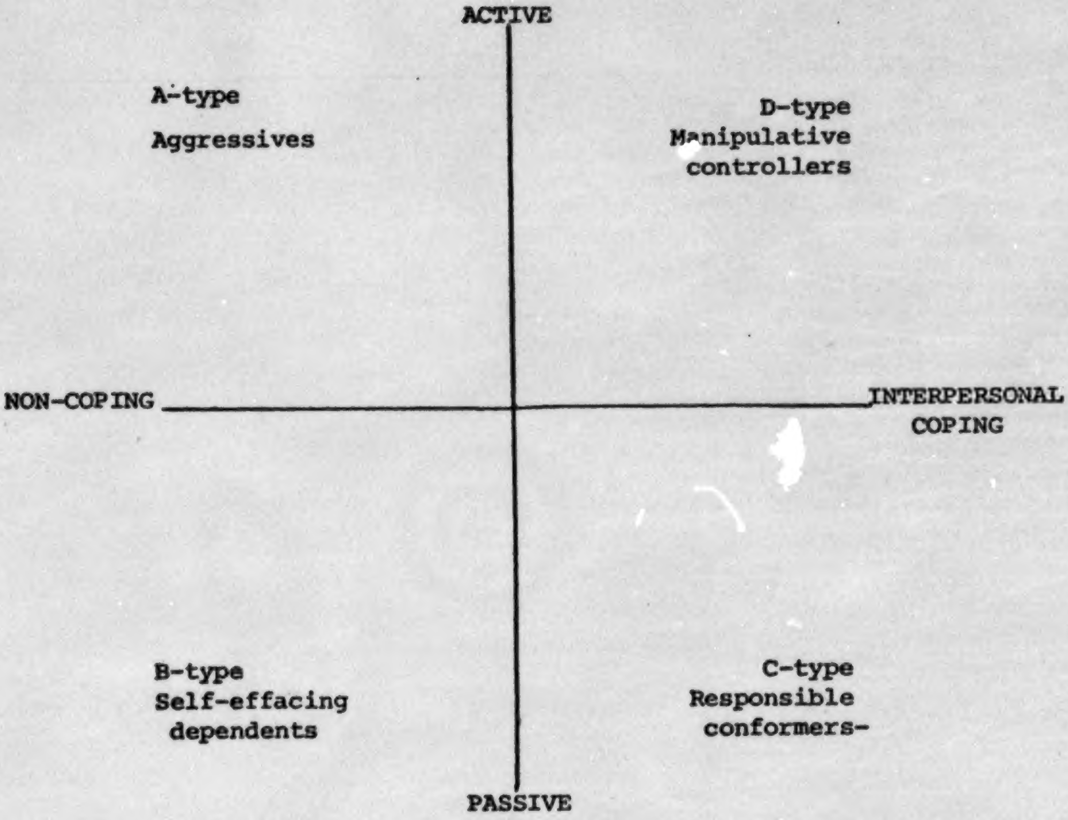

ACTIVE
A-type
Aggressives
D-type
Manipulative controllers
NON-COPING
INTERPERSONAL COPING
B-type
Self-effacing dependents
C-type
Responsible conformers-
PASSIVE

Figure 1. Empirical typology of children's in-school interpersonal behavioral styles, based on bivariate distribution of temperament and coping success (after Gotts, E.E., Phillips, B.N., & Adams, R.L., Journal of School Psychology, 1968-69, 7(3), 54-62).

SCHOOL BEHAVIOR CHECKLIST: INDIVIDUAL FORM—Gotts, 1972

Name ______________________ **ID No.**__________ **Date of Birth** __________

School ______________________ **County** ______________________

Person completing form ______________________________________

Instructions: The following one-word or brief phrase descriptions will remind you of or apply to various students in your class. Read the descriptions one at a time. *Circle the number of each one* which applies to the student whose name is written above. Do not circle an item if it better describes two or three other students in your class. Do not return to an item once you have gone past it, even if you feel that a later description better fits the student. If you circle an item by mistake, that is, if it does not really remind you of the student, draw a line through the number to show that it should not be counted (for example, ~~㉓~~).

You should feel free to circle the numbers of as many or as few descriptions as remind you of the above student. The number of descriptions which might apply varies greatly from student to student. Only you will be able to tell from your experience which descriptions apply to this student, as he (she) has behaved around you. It is your opinion that is wanted. Thus, all judgment should be based on your own knowledge, observations or impressions of the student. You may of course draw upon what others in your class have said about this individual or how they have reacted to him (her). You may also draw upon the direct reports to you by other teachers of personal observations which they have made *during this school year* of this student, e. g., on the school ground, during lunch, or during other instruction outside of your room. But teacher reports from previous years should *not* be drawn upon or allowed to influence your decisions. Hearsay should also be ignored. *Only actions and impressions from the present school year count.*

Your cooperation and help with this is appreciated. Your professional judgment about these behaviors is an important part of the study. Your opinions will be treated as confidential.

Form 1—Phillips, 1966

1. Carelessness in work
2. Cheating
3. Cruelty, bullying
4. Daydreaming
5. Destroying school materials
6. Disobedience
7. Disorderliness in class
8. Domineering
9. Easily discouraged
10. Fearfulness
11. Impertinence, defiance
12. Impudence, rudeness
13. Inattention
14. Interrupting
15. Inquisitiveness
16. Lack of interest in work
17. Laziness
18. Nervousness
19. Overcritical of others
20. Physical coward
21. Quarrelsomeness
22. Resentfulness
23. Restlessness
24. Selfishness
25. Sensitiveness
26. Shyness
27. Stealing
28. Stubbornness
29. Suggestible
30. Sullenness
31. Suspiciousness
32. Tardiness
33. Tattling
34. Temper tantrums
35. Thoughtlessness
36. Truancy
37. Unhappy, depressed
38. Unreliableness
39. Unsocial, withdrawing
40. Untruthfulness

(over)

Form 2

41. Habitually pulls his hair, picks at his nose, pulls his ears, bites his nails
42. Uses real or imagined inferiorities as an excuse for not really trying
43. Fights with little provocation
44. Exhibits righteousness, snobbishness
45. Uses charm to attract attention
46. Provokes hostility from peers and teacher
47. Is overly good and unselfish
48. Acts as if the teacher does not exist, is sometimes oblivious to what happens in class
49. Is excessively orderly and conscientious, uses a new sheet every time an error is made (rather than have erasures)
50. Has frequent stomach upsets, headaches, and other physical disorders
51. Is a compulsive talker
52. Lies at slightest opportunity
53. Exhibits facial and body mannerisms, consistent gulping and hissing
54. Dreads going to school
55. Engages in noisy behavior, aggressive play, fighting, and teasing
56. Engages in frequent vocal defiance
57. Makes excuses for failures, and justifies his behavior
58. Seeks to attract attention through success
59. Relations with the teacher dominated by the desire for revenge
60. Always obeys instructions completely, is scrupulously methodical in every activity
61. Stubbornly resists the will and authority of the teacher
62. Is accident prone
63. Is overly serious-minded, unresponsive to fun-provoking situations
64. Attracts attention by being a nuisance
65. Exhibits constant movement of fingers or hands, persistent perspiring of parts of body
66. Shows jealousy, hatred
67. Constantly challenges and opposes the leadership of the teacher
68. Always manages to get caught for his misbehavior
69. Is sad and apathetic
70. Lacks spontaneity, answers questions in dull-voiced monosyllables
71. Uses laziness as a means of attracting attention

Form 3—Gotts, 1972

72. Easily forgets
73. Bossy
74. Apprehensive
75. Belligerent
76. Holds grudges
77. Overly modest
78. Cooperative
79. Generous
80. Impolite
81. Bashful
82. Trustworthy
83. Bighearted
84. Outspoken
85. Reliable
86. Cynical
87. Blunt
88. Enjoys sharing
89. Is skeptical
90. Shows helplessness
91. Tries to influence others
92. Overly conventional
93. Has a low opinion of self
94. Strong sense of responsibility
95. Mistrusts others
96. Excessively reliant on others
97. Tries to manipulate
98. Can be depended on
99. Needs to do or be better than others
100. Gets others to do work for him (her)
101. Usually does the ordinary or expected thing
102. Upset by small setbacks
103. Willingly includes others in activities
104. Is disorganized in his (her) thinking
105. Readily participates in class activities
106. Too direct or candid
107. Schemes to get an advantage
108. Wants others to make his (her) decisions
109. Lets others take advantage of him (her)
110. Challenges what others say or believe
111. Promotes or contributes to teamwork
112. Influenced excessively by others
113. Becomes highly excited and distressed for little reason
114. Tries but can't seem to pull things together
115. Has unrealistic fears
116. Strives to make things turn out his (her) way
117. Does not give up easily
118. Can't stand to be alone
119. Feels that something terrible is going to happen
120. Cannot maintain attention, but is distracted by almost anything that happens
121. Easily becomes confused
122. Must go to the bathroom more often than others
123. Loses patience with his (her) work easily
124. Emotionally unstable or immature, loses control
125. Is restless or tense
126. Worries over imagined danger or failure
127. Avoids unpleasant activities or gives up easily
128. Hardly ever smiles
129. Drags along; lacks energy
130. Not often enthusiastic
131. Feels unloved or unwanted
132. Corners of mouth turn down as if sad
133. Feels he (she) is not as good as others
134. Seems to care little about personal appearance
135. Very sensitive to criticism
136. Explains away personal shortcomings or failure
137. Vigorously protects his (her) reputation even against unintentional slights
138. Overly responds to flattery or social approval

L-C BIPOLAR CATEGORIES

Item Nomination	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
1.	0	0	0	0	0	0	0	0	1	0	0	0
2.	0	0	0	0	0	0	0	0	0	0	0	1
3.	3	0	2	0	3	0	3	2	0	0	0	0
4.	0	0	0	0	0	0	0	0	1	0	0	0
5.	2	0	2	0	2	0	0	0	0	0	0	0
6.	2	0	2	0	2	2	2	0	0	0	0	0
7.	2	0	2	0	1	1	2	0	0	0	0	0
8.	2	0	0	2	1	1	1	3	0	0	0	0
9.	0	0	0	0	-2	0	-1	0	0	0	0	0
10.	0	2	0	0	0	0	0	0	0	0	0	0
11.	2	0	2	0	2	2	2	2	0	0	0	0
12.	2	0	0	0	2	1	2	0	0	0	0	0
13.	0	0	0	0	0	0	0	0	1	0	0	0
14.	1	0	1	0	1	0	0	0	0	0	0	0
15.	0	0	0	0	0	0	0	0	0	0	-2	0
16.	0	0	0	0	0	0	0	0	1	0	1	0
17.	0	0	0	0	0	0	0	0	x	0	0	0
18.	0	0	0	0	0	0	0	0	0	2	0	0

Item Nomination	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
19.	2	2	2	2	0	2	1	0	0	0	0	0
20.	0	0	0	0	0	0	0	0	0	0	0	0
21.	2	0	2	0	1	2	1	0	0	0	0	0
22.	0	0	2	0	0	0	0	0	0	0	0	0
23.	0	0	0	0	0	0	0	0	0	2	0	0
24.	0	0	0	0	0	0	0	0	0	0	0	1
25.	0	2	0	-1	0	0	0	0	0	0	0	0
26.	0	0	0	-1	0	0	0	-2	0	0	0	0
27.	0	0	0	0	2	0	0	0	0	0	0	0
28.	0	0	0	0	1	1	0	1	0	0	0	0
29.	0	0	0	-1	-1	-1	0	-2	0	0	0	0
30.	0	0	0	0	0	0	0	0	0	0	0	0
31.	0	2	2	0	0	0	0	0	0	0	0	0
32.	0	0	0	0	0	0	0	0	1	0	0	0
33.	2	0	0	0	0	0	0	0	0	0	0	0
34.	2	0	0	0	0	0	0	0	0	0	0	0
35.	0	0	0	0	0	0	0	0	0	0	0	0
36.	0	0	0	0	0	0	0	0	1	0	0	0

Item Nomination	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
37.	0	0	0	0	0	0	0	0	0	0	3	0
38.	0	0	0	0	0	0	0	0	1	0	0	0
39.	0	0	0	-2	0	0	0	0	0	0	0	0
40.	0	0	0	0	0	0	0	0	0	0	0	1
41.	0	0	0	0	0	0	0	0	0	2	0	0
42.	0	0	0	-2	0	0	0	0	0	0	0	0
43.	2	0	2	0	2	2	2	2	0	0	0	0
44.	1	0	0	2	0	1	2	0	0	0	0	0
45.	-2	0	0	0	0	0	0	0	0	0	0	0
46.	2	0	0	0	2	1	0	0	0	0	0	0
47.	-2	-2	-3	0	-3	0	-2	-1	0	0	0	0
48.	0	0	0	0	0	0	0	0	1	0	0	0
49.	0	-2	0	0	0	0	0	0	0	0	0	0
50.	0	0	0	0	0	0	0	0	0	2	1	0
51.	0	0	0	0	0	0	0	0	0	2	0	0
52.	0	0	0	0	0	0	0	0	0	0	0	1
53.	0	0	0	0	0	0	0	0	0	2	0	0
54.	0	0	0	0	0	0	0	0	0	2	0	0

Item Nomination	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
55.	2	0	2	0	2	1	2	0	0	0	0	0
56.	2	0	2	0	2	1	2	0	0	0	0	0
57.	0	0	0	0	0	0	0	0	1	0	0	3
58.	0	0	0	2	0	1	0	1	0	0	0	0
59.	0	0	2	0	2	0	2	0	0	0	0	0
60.	-3	-2	0	0	-2	0	-2	-2	0	0	0	0
61.	2	0	2	0	1	2	1	2	0	0	0	0
62.	0	0	0	0	0	0	0	0	1	0	0	0
63.	0	-2	0	0	0	0	0	0	0	0	0	0
64.	0	0	0	0	2	0	0	0	0	0	0	0
65.	0	0	0	0	0	0	0	0	0	3	0	0
66.	2	2	2	0	2	0	0	0	0	0	0	0
67.	3	0	2	0	1	2	2	2	0	0	0	0
68.	0	0	0	0	0	0	0	0	1	0	0	0
69.	0	0	0	0	0	0	0	0	0	0	2	0
70.	0	0	0	0	0	0	0	0	0	0	2	0
71.	0	0	0	0	0	0	0	0	1	0	0	0
72.	0	1	0	0	0	0	0	0	1	1	0	0

Item Nomination	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
73.	1	-1	0	2	2	1	2	1	0	0	0	0
74.	0	1	0	-1	0	0	0	0	0	0	0	0
75.	2	0	0	2	2	2	2	1	0	0	0	0
76.	0	2	1	0	1	2	0	0	0	0	0	0
77.	-2	0	0	-2	0	-1	-1	-2	0	0	0	0
78.	0	-1	-1	0	-1	0	0	0	0	0	0	0
79.	0	0	-1	0	0	0	0	0	0	0	0	0
80.	2	1	0	0	1	0	0	1	0	0	0	0
81.	0	1	0	-1	0	-1	-1	-1	0	0	0	0
82.	0	-2	-1	0	-1	0	-1	0	0	0	0	0
83.	0	0	-2	0	0	0	0	0	0	0	0	0
84.	1	0	0	1	1	1	0	1	0	0	0	0
85.	0	-2	0	0	0	0	0	1	0	0	0	0
86.	1	2	2	1	1	1	0	0	0	0	0	0
87.	2	0	0	1	1	1	1	1	0	0	0	0
88.	0	-1	-1	0	-1	0	0	0	0	0	0	0
89.	0	1	2	1	1	0	1	0	0	0	0	0
90.	0	0	0	0	0	-2	0	-1	0	0	0	0

Item Nomination	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
91.	1	-1	0	1	1	0	0	1	0	0	0	0
92.	-2	0	0	0	0	0	0	0	0	0	0	0
93.	0	0	0	-2	0	0	0	-2	0	0	0	0
94.	0	-2	0	0	0	0	0	1	0	0	0	0
95.	0	2	2	0	0	0	0	0	0	0	0	0
96.	0	0	0	0	-1	-2	-2	-2	0	0	0	0
97.	0	0	0	0	0	0	1	1	0	0	0	0
98.	0	-1	0	0	0	0	0	1	0	0	0	0
99.	0	0	0	1	0	2	1	0	0	0	0	2
100.	0	0	0	0	0	0	2	1	0	0	0	0
101.	-1	0	0	0	0	0	0	0	0	0	0	0
102.	0	0	0	0	0	0	0	0	1	2	0	0
103.	0	-1	-1	0	-1	0	0	0	0	0	0	0
104.	0	0	0	0	0	0	0	0	2	2	0	0
105.	0	-1	0	0	0	0	0	0	0	0	0	0
106.	2	0	0	1	2	0	0	0	0	0	0	0
107.	1	2	0	0	1	1	2	1	0	0	0	0
108.	0	0	0	0	0	-2	-1	-1	0	0	0	0

Item Nomination	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
109.	0	0	0	0	0	-2	-2	-2	0	0	0	0
110.	1	1	1	0	1	1	0	1	0	0	0	0
111.	0	-1	0	0	0	0	0	0	0	0	0	0
112.	0	0	0	0	-1	-2	-1	-2	0	0	0	0
113.	0	0	0	0	0	0	0	0	1	1	0	0
114.	0	0	0	0	0	0	0	0	2	0	0	0
115.	0	0	0	0	0	0	0	0	2	2	0	0
116.	0	0	0	1	1	1	0	1	0	0	0	0
117.	0	0	0	0	0	0	0	0	-2	0	-2	0
118.	0	0	0	0	0	-2	0	0	0	0	0	0
119.	0	0	0	0	0	0	0	0	2	3	0	0
120.	0	0	0	0	0	0	0	0	2	2	0	0
121.	0	0	0	0	0	0	0	0	2	0	1	0
122.	0	0	0	0	0	0	0	0	0	1	0	0
123.	0	0	0	0	0	0	0	0	2	2	0	0
124.	0	0	0	0	0	0	0	0	2	3	0	0
125.	0	0	0	0	0	0	0	0	2	2	0	0
126.	0	0	0	0	0	0	0	0	1	2	0	0

Item Nomination	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
127.	0	0	0	0	0	-2	-1	-1	0	0	0	0
128.	0	0	0	0	0	0	0	0	0	0	1	0
129.	0	0	0	0	0	0	0	0	0	0	2	0
130.	0	0	0	0	0	0	0	0	0	0	2	0
131.	0	0	0	0	0	0	0	0	0	0	2	0
132.	0	0	0	0	0	0	0	0	0	0	2	0
133.	0	0	0	0	0	0	0	0	0	0	2	0
134.	0	0	0	0	0	0	0	0	0	0	2	0
135.	0	0	0	0	0	0	0	0	0	0	0	3
136.	0	0	0	0	0	0	0	0	0	0	0	2
137.	0	0	0	0	0	0	0	0	0	0	0	3
138.	0	0	0	0	0	0	0	0	0	0	0	0
139.	-2	0	0	-1	0	-2	-1	0	0	0	0	0
140.	1	0	0	1	0	-1	-1	-1	0	0	0	0

APPENDIX G

HOPE Follow-Up Study Direct Child Interview

THE DIRECT CHILD INTERVIEW

The Direct Child Interview is a short questionnaire that is administered to the child in an interview setting and was developed initially for use with children in the HOPE Follow-Up Study. A similar questionnaire, the Direct Parent Interview, with many of the same variables was administered to the parents in the Study. Therefore, the process for developing the Direct Child Interview was to: (1) review the Direct Parent Interview to identify which variables were appropriate to also include in the Direct Child Interview; (2) locate and review the existing instruments that dealt with the identified variables to determine appropriate content, and select specific questions or sections from the existing questionnaires; (3) develop new questions when existing questions seemed inappropriate or non-existent; (4) develop the initial version of the Direct Child Interview; (5) submit instrument to rigorous review by in-house experts (in content and field operation); (6) pilot test instrument with a small group of children of the appropriate age group by an experienced field interviewer; and, (7) make changes, additions and deletions based upon findings from sample interviews.

Upon completion of interviews with HOPE Follow-Up subjects, analyses of findings will be performed and reported as well as correlation of findings with other instruments used in the study.

Procedures for using the instrument will be written, including suggested usages. The instrument or sections of it can then be used in the in-depth model parenting research project.

"Guess What"--shows parents how to promote the mental development of preschool and elementary-age children through informal experiences which arise at home.

Printed support materials may be used for study and to promote parent discussion of the video presentations. The shows are available for loan to educational and service groups, and may be dubbed for non-profit educational purposes.

AEL Visits Mister Rogers—Parents' Guide

Includes in a single volume brief descriptions of each show for the entire 92-week series, together with information on how each show relates to AEL's 59 developmental competencies. Instructions guide the user in selecting activities from the **Day Care and Home Learning Activities Plans** (Educational Communications, Inc.) so that they will correspond to children's actual experience of viewing the **Neighborhood** broadcast. Used in this manner, the materials enable parents to extend their children's development through television viewing plus correlated learning activities.

Single copy ------------------$5.00

"The Early Childhood Curriculum: An Empirically Based Curriculum"

A series of eight volumes which examines and illustrates a new foundational approach to creating empirically based curriculum. The series treats, as examples of the approach, the several research studies leading up to and including the development of the "Aids to Early Learning." The individual volumes focus on the particular foundational questions for which curriculum developers can seek empirical answers. Portions of the series are available and others are in preparation. For further information on the series, write AEL.

Division of Childhood and Parenting
Appalachia Educational Laboratory, Inc.
Post Office Box 1348
Charleston, West Virginia 25325

The Appalachia Educational Laboratory is an Equal Opportunity/Affirmative Action Employer.

"AIDS TO EARLY LEARNING"

AIDS TO EARLY LEARNING IN ERIC

The following ERIC documents may be ordered in microfiche or paper (hard) copy from:

Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210
(703) 841-1212

A Competency Base for Curriculum Development in Preschool Education

A four-volume set, currently available through ERIC, describes phase one of a study that ultimately identified 59 developmental competencies which the typical child attains by six years of age. The list of skills was compiled and validated using a literature search as well as panels of national and Appalachian child development experts and a panel of Appalachian parents. For each of the 32 competencies studied in phase one, specific performance statements and criterion statements are presented in Volume IV. ERIC numbers assigned to these volumes are:

ED 104 057	Volume I: Central Document
ED 104 058	Volume II: Responses of a National Panel of Child Development Scholars
ED 104 059	Volume III: Responses of a National Panel and an Appalachian Panel of Child Development Scholars
ED 104 060	Volume IV: Preschool Curriculum (First Draft)

The foregoing work appears in revised and expanded form for all 59 competencies in the series, "The Early Childhood Curriculum: An Empirically Based Curriculum," described later.

The Home-Oriented Preschool Education (HOPE) Manuals

This early series of AEL products remains popular with persons needing information on how to set up and operate HOPE-type programs. Copies may be ordered only through ERIC, using the following citations:

ED 072 843 HOPE:
Program Overview and Requirements
ED 082 844 HOPE:
Field Director's Manual
ED 082 845 HOPE:
Handbook for Mobile Classroom Teachers and Aides
ED 082 846 HOPE:
Home Visitor's Handbook
ED 082 847 HOPE:
Personnel Training Guide
ED 082 848 HOPE:
Curriculum Planning Guide
ED 082 849 HOPE:
Materials Preparation Guide

The newer "Aids to Early Learning," as described later in this brochure, now make the HOPE approach widely available through standard publisher outlets.

HOPE Research and Technical Reports

Other HOPE reports are grouped below by topic. ERIC documents about each topic may be located by using the reference numbers listed under that topical heading.

Development and Evaluation of HOPE (1966-74). ED 027 071, ED 028 653, ED 038 181, ED 041 626, ED 052 832 through ED 052 842, ED 062 106 through ED 062 024, ED 062 992.

HOPE Dissemination and Product Development Studies (1973-77). ED 080 608, ED 093 352 through ED 093 358, ED 069 391, ED 152 418.

Appalachian Demographic Studies (1968-74). ED 052 832, ED 062 049, ED 093 352, ED 127 022 through ED 127 028.

Visual Materials and Television Research (1972-77). ED 093 353 through ED 093 357, ED 112 605, ED 132 972 through ED 132 974, ED 136 788.

AIDS TO EARLY LEARNING FROM PUBLISHERS

The following materials are available only from the indicated publishers.

Home Visitor's Kit

A multi-media package that can be used by any type of local program to train and equip paraprofessionals who deliver early childhood developmental services to the home. Includes carefully designed learning experiences to meet specific objectives that cover a variety of essential paraprofessional skills and orientations, such as: self-awareness, child growth and development, teaching and learning, finding and preparing materials, child health and safety, and how to work sensitively with others. The **Kit** was tested and refined under typical and varied field conditions.

Printed portions of the **Kit** are available from Human Sciences Press, 72 Fifth Avenue, New York 10011. These portions are:

Home Visitor's Notebook ISBN/Order No. 352-9	292 pp.	$14.95
Parent's Notebook Order No. 362-6	76 pp.	$ 3.95
Home Visitor's Resource Materials Order No. 363-4	240 pp.	$ 5.95
All three/Order No. 364-2 Bulk discounts are available		$19.95

Filmstrip-cassette portions of the **Kit**, that are used during paraprofessional training, are described later under materials available through AEL.

All of the following Aids to Early Learning materials are available through Educational Communications, Inc., 9240 S.W. 124 Street, Miami, Florida 33176. Price information appears following this listing of materials.

Day Care and Home Learning Activities Plans

Designed for use by early childhood paraprofessionals and, with their assistance, for use by parents, these **Plans** are suited to both day care and home-based settings. This three-volume **Plans'** set is divided further into 59 developmental competency areas. The set provides over 1,000 activities, with each activity relating to a particular competency area. Separate **Instructional Manuals** guide day care workers and home workers in providing age appropriate experiences for normal, delayed, and specifically handicapped three- through five-year-olds. "Parent Corners" alert parents to ways of observing and understanding their children's progress and needs. The **Plans** were evaluated in day care and home-based settings serving varied groups of children and families. Their use supported adults in taking an individualized, developmental approach to working with young children. Participating children experienced substantial developmental progress. See also the description of the **Classroom Plans**.

Classroom Learning Activities Plans

This three-volume set of **Plans** is designed for use by professional teachers in center-based preschool programs. The **Plans** are divided further into 59 developmental competency areas. The set provides over 800 basic activities, with each activity relating to a particular competency area. Moreover, for most activities one or more closely related alternatives are provided for variety. When appropriate, the activity plans each suggests adaptations for children of developmental ages three, four, and five years. The accompanying **Instructional Manual** guides teachers in providing age-appropriate experiences for normal, delayed, and specifically handicapped children.

The **Plans** were evaluated in kindergartens, Head Starts, and other center-based programs serving a variety of young children. The **Classroom Plans** were tested in combination with the **Day Care and Home Plans** in several programs. Use of the **Classroom Plans** alone or in combination supported teachers in taking an individualized, developmental approach to working with young children. Participating children experienced substantial, beyond-expected developmental progress.

Discussion Guides for Parent Groups

Two companion volumes, **Parent Coordinator Guide** and **Parent Guide**, designed for use respectively, 1) by a professional who assists in organizing and operating parent groups and 2) by parents who participate in such groups. The emphasis of the set is on practical, everyday involvement by parents in their children's learning in all areas, including social-emotional, physical, and cognitive-language.

Appraisal of Individual Development (AID) Scales

An experimental set of observationally-completed scales which assess the preschool child's development in AEL's 59 developmental competency areas in terms of 14 competency clusters. The **AID Scales** thus correspond directly to the competency base used in the **Day Care and Home Learning Activities Plans** and the **Classroom Learning Activities Plans**. This match permits users to assess directly the learning needs of the child as these relate to the curriculum. In addition to the availability of the **AID**

Scales from the publisher, another edition is being used by selected local programs through direct field test arrangements with AEL.

"Aids to Early Learning" Technical Manual

This document discusses the design, development, and validation of all of the **"Aids to Early Learning."** As such, it is the basic reference on these products. Persons who wish to evaluate the materials for adoption will find that the **Technical Manual** answers a majority of their questions. The **Technical Manual** is a part of an eight volume curriculum research and development series, **"The Early Childhood Curriculum: An Empirically Based Curriculum."**

Individual prices for the foregoing materials from Educational Communications, Inc., are as follows:

Day Care and Home Learning Activities Plans:

Volume 1 Physical and Social Development	$25.00
Volume 2 Personal and Emotional Development	$25.00
Volume 3 Language and Conceptual Development	$25.00
Worksheets (144)	$12.00
Day Care Instructional Manual	$10.00
Home Visitor's Instructional Manual	$10.00

Classroom Learning Activities Plans:

Volume 1 Physical and Social Development	$25.00
Volume 2 Personal and Emotional Development	$25.00
Volume 3 Language and Conceptual Development	$25.00
Classroom Instructional Manual	$10.00

Parent Discussion Guides

Parent Coordinator Guide	$ 4.00
Parent Guide	$ 2.50

Appraisal of Individual Development (AID) Scales

AID Scales User's Manual (with scales)	$ 8.00
AID Scales	$ 6.00
"Aids to Early Learning" Technical Manual	$ 5.00

AIDS TO EARLY LEARNING FROM AEL

Audio-Visuals for Home Visitor Training

These materials are used during training with various instructional units of the **Home Visitor's Kit** (Human Sciences Press). The following filmstrips are accompanied by audio cassette unless otherwise specified:

	Rental	Purchase
Making a Home Visit	$ 5.50	$20.00
Communication: Working with Others	$ 5.50	$20.00
Home Safety Hazards (no cassette)	$ 5.50	$15.00
Overview of HOPE	$ 5.50	$20.00
Complete Set of Audio-visuals	$15.00	$50.00

Early Warning Signs Brochure

Developed by the consortium of State Departments of Education in the Appalachian Region, this brochure lists possible early warning signs of handicapping conditions of infants and preschool children in the areas of: seeing, talking, playing, thinking, hearing, and moving. Available for $20/1,000 with no organizational imprint; $25/1,000 with your organization's name, address and phone number printed on the back of the brochure.

Parenting Materials: An Evaluative Annotation of Audio-Visuals for Effective Parenting

A catalog which evaluates 154 of the better audio-visual materials relevant to parenting. Each entry is fully described and information is supplied on its distributor.

Single catalog ——————————$5.00

Video Materials on Effecting Parenting

Three one-half hour shows for assisting parents in becoming more effective in helping their children develop. The shows are:

"It's Never Too Late"--deals with the theme of discipline through a variety of formats.

"Mixed Emotions"--explores the often confusing world of emotions which children face, and explains ways of furthering emotional development.

HOPE FOLLOW-UP STUDY DIRECT CHILD INTERVIEW

Hello, my name is ______________________________. I am working for the Appalachia Educational Laboratory in Charleston. I was here a few weeks ago and talked with your family because you were one of the children who was in a preschool program called "Around the Bend." Our records show you were in the program before you entered school.

Our office is interested in finding out how you are doing now - almost ten years after you were in the program. You can help us learn more about how the preschool program has influenced you. We plan to visit other children in your county for the same purpose. I'd like to tell you what we will do if you agree to let me interview you.

If you let me interview you, I will ask you some questions about how you are doing in school; about some of the things that interest you; and some of your plans for the future. Then I will show you some pictures of a person about your age and let you tell me a story about each picture. This is not a test - we are just trying to gather information that will help us learn more about the influences of a preschool program. No one will see your answers or stories except the people who work at our office. Your friends or teachers will not learn about your answers although some of your friends may be interviewed too. You should try to answer as many of the questions as you can; however, you do not have to answer any questions you wish not to answer. The entire interview will take 30-45 minutes of our time. Do you have any questions? Will you agree to let me interview you?

_____ Yes
_____ No

It will help me if I can record some of your answers instead of trying to write all of them. Is it okay if I record what we are saying?

_____ Yes
_____ No

Permission is granted to interview my child using the attached questionnaire.

____
(Parent or Guardian)

AMS:klf - Revised Version, 3/19/79

PART I

I am going to begin our interview now. The first questions are about school and teachers and parents. I'd like for you to answer each question to the best of your ability and as completely as you can. If you're not sure about how to answer a question, feel free to ask about it.

1. What were your grades on your last report card?

(AcS/D) 2. Were you satisfied or dissatisfied with the grades on your last report card? Why?
- a. (If dissatisfied) What grades would make you happy?
- b. (If satisfied) What is the lowest grade you would be happy with?

(Acad. Exp./Att.) (Min. St.) 3. What about your parents? Were they satisfied or dissatisfied with the grades on your last report card?
- a. (If dissatisfied) What grades would make them happy?
- b. (If satisfied) What is the lowest grade they would be happy with?

(AcS/D) (Acad. Self-Concept) 4. If I gave you a spelling test, how do you think you would do? Do you think you would do better than others your age, about the same as most kids your age, or not quite as well as others your age? Why?

(Att. toward school) 5. What do you like best about school? Can you tell me why?

(Ac Part.) 6. Most students your age have some homework. a. How much time do you spend on homework each day? b. Does anyone help you? c. Who helps you? d. How do you feel about having homework?

7. How do you feel about your teacher(s)?

(Ed. Values) 8. If you could, what would you like to change about school?

(Ed. Asp.) (AcAV) 9a. How far would you like to go in school? Why? (on student's form)

(a) _______ finish elementary school
(b) _______ finish junior high
(c) _______ some high school
(d) _______ finish high school
(e) _______ some college
(f) _______ finish college
(g) _______ go beyond one college degree, such as law school, medical school, or Ph.D.
(h) _______ attend military, technical, or trade school

(AcExp) 9b. How far do you think you will go? Why? (on student's form)

(a) _______ finish elementary school
(b) _______ finish junior high
(c) _______ some high school
(d) _______ finish high school
(e) _______ some college
(f) _______ finish college
(g) _______ go beyond one college degree, such as law school, medical school, or Ph.D.
(h) _______ attend military, technical, or trade school

9c. (If e, f, g, h on 9a. or 9 b.) Is your family making any financial plans for you to attend more school after high school? For example, are they saving money, buying bonds or planning in some ways for your education beyond high school?

9d. Who in your family has had the greatest influence on your education or educational plans? How has this come about?

(Min. St.) (Ed. Asp.) 10. What is the least amount of education you feel you must have? Why? (on student's form)

(a) _______ finish elementary school
(b) _______ finish junior high
(c) _______ some high school
(d) _______ finish high school
(e) _______ some college
(f) _______ finish college
(g) _______ more than one college degree, as a M.S. or Ph.D.
(h) _______ attend military, technical, or trade school

(Att. Exp.) (Min. St.) 11. What kind of work would you like to do when you finish school? (Or grow up?) Why?

a. What kind of job would you not like to do? Why?
b. What do you think you will do?

12. In ten years, you will be _____ years old. What do you think you will be doing then? What kind of work do you think you will be doing?

(Fut. Plans) 13. Do you think you will be married some day? How old do you think you will be?

(Own Par. Asp.) 14. Do you think you'll have children? How many?

(If yes) What kind of mother (father) do you think you'll be? Why?

(Close. to oth.) 15. When you need help or advice, what do you do? Do you ever ask your parents to help? Can you give an example?

16. What are some of the things you like to do with your mother? Your father? Why?

17. What are some things your family does together?

18. What things would you rather do with your friends than with your family?

19. Other than your parents, what adults do you spend some time with?

(If no answer, ask about teacher, others.)

_______ Relatives - Who?
_______ Neighbors
_______ Parents of your friends
What do you like to do with them?

(Att. toward authority - Teachers, Parents, Other Adults, Self)

20. How do you feel when you are reminded that it is time to go to bed? Why?

21. How do you feel when you meet a new adult who will be in charge of a group to which you belong?

22. How do you feel when the teacher calls on you to do something, such as answer a question?

(Att. - adults)

23. What do you do when adults are talking and you want to say something?

_______ Interrupt
_______ Wait patiently
_______ Go on your way because the adults may not wish to be interrupted

(Att. - Adults)

24. What are the main rules that your family expects you to obey? What happens if you forget them or if you disobey? Why?

(Att. - Parents)

25. When was the last time that your Mom or Dad punished or disciplined you? What did they do? How did you feel about it?

(Att. - Auth.)

26. Suppose you threw a snowball or broke some other rule at school. Would you be less likely to break the rule again if you were disciplined or punished by: (on student's form)

_______ Your mother
_______ Your father
_______ Either parents about the same
_______ The school principal
_______ Others. Who?
Why?

(Att. - Auth. - Parents)

27. Do you think your parents are

_______ too strict
_______ about right
_______ too easy

in the rules they make for you?

(Peer Rel.)

28. Let's imagine some children in your neighborhood are choosing up teams to play a game. Do you think you would be? Why?

(1) _______ One of the first selected
(2) _______ Near the middle of the team chosen
(3) _______ one of the last chosen for the team

(Peer Rel.) (Self. Con.)

29. Suppose you tore the seat of your pants at school. Do you think your classmates would:

(1) _______ Laugh at you
(2) _______ Sympathize with you
(3) _______ Ignore you
(4) _______ Notice the problem but go on about their business

(Peer Rel) (Self. Con.) 30. Suppose you and your friend were to try out for a school team and your friend made the team and you did not. How would you feel? Why?

(Outside Int.) (Peer Rel.) 31. When you are with your friends (not at school but after school or on the weekends), what do you like to do most with these friends?

(Outside Int.) 32. How often do you go to church?

(a) _______ Once a week
(b) _______ About once a month
(c) _______ About twice a year
(d) _______ Not at all

(Par. Inst.) If answer is (a), (b), or (c), do you go with:

(a) _______ Parents
(b) _______ Friends
(c) _______ Alone
(d) _______ Others Who? ________________

(Outside Int.) 33. What do you do in your spare time? (If TV) What shows do you like? (If sports) What sports do you like? Do you watch or participate? (If reading) What do you like to read about?

(Peer Rel.) 34. Do you associate with a particular group? For example, do you spend your free time at school or after school with friends who have a certain interest? (If yes) What are the interests you share? Do you spend most of your time with a certain group or do you have a variety of friends? Or do you prefer to spend your time alone?

(Peer Rel.) 35. You are (or soon may be) old enough to be dating. How old do you think you should be when you begin dating? What is the age of a person you would date - should he/she be older than you, younger, or about the same age? (If older or younger), How much?

(Sex Role Beh.) (Role Adopt.) 36. Who in your family should do the housework? Why? (on student's form)

(a) _______ Mother only
(b) _______ Father only
(c) _______ Mother and Father
(d) _______ All family members help
(e) _______ Others. If so, who ________________

37. Who in your family should take care of the children? Why? (on student's form)

(a) _______ Mother only
(b) _______ Father only
(c) _______ Mother and Father
(d) _______ All family members help
(e) _______ Others. If so, who ________________

Part II

(Sex Role Att.)

1. In a few years, you might have a home and children of your own to care for. Let's look at this list of tasks that usually have to be done in most homes. Check the ones that you think you will do, the ones your wife (husband) will do and the ones that you will share.

	You will do	Mate will do	Both will do
Job outside home			
Fix meals			
Take care of baby			
Drive an automobile			
Pay the bills			
Borrow money for major item.			
Shop for groceries			
Plan a vacation			
Take care of mechanical difficulties on car			

(Locus of Cont.)

Choose the sentence below that is more often true:

2. (a) Most of the time teachers are fair to students.
(b) Teachers will often change a student's grade just because of little things that happen.

3. (a) Most of the time, I have found that what is going to happen will happen.
(b) I always try to plan ahead--I don't depend on luck.

4. (a) Any student can help change what happens in school.
(b) My school is run by a few kids; there is not much I can do about it.

PART III

I have a few sentences that I would like for you to read with me. As we read each one, tell me the word that tells how often you think you are that way; either always, most of the time, about half the time, hardly ever, or never.

(Self. Con.) I THINK I

1.	_____	Have a lot of friends.	Always	Most of the Time	About Half the Time	Hardly Ever	Never
2.	_____	Am not as smart as other kids in school.	Always	Most of the Time	About Half the Time	Hardly Ever	Never
3.	_____	Am happy with myself.	Always	Most of the Time	About Half the Time	Hardly Ever	Never
4.	_____	Am doing a good job in school.	Always	Most of the Time	About Half the Time	Hardly Ever	Never
5.	_____	Am scared to take chances.	Always	Most of the Time	About Half the Time	Hardly Ever	Never
6.	_____	Am a good worker at school and home.	Always	Most of the Time	About Half the Time	Hardly Ever	Never
7.	_____	Am angry with myself.	Always	Most of the Time	About Half the Time	Hardly Ever	Never
8.	_____	Am not the way I would like to be.	Always	Most of the Time	About Half the Time	Hardly Ever	Never
9.	_____	Am sure of myself.	Always	Most of the Time	About Half the Time	Hardly Ever	Never

Part IV

(Fact recall) As you know, our records show you were one of the students who participated in the preschool program called "Around the Bend." The program had three parts - a TV program, a lady who visited homes each week and a van with a teacher. I am not sure how many of these things you did. Can you tell me how many of these things you did?

(If TV is mentioned) What do you remember about the television program?

(If home visitor is mentioned) What do you remember about the home visit?

(If class or mobile van is mentioned) Can you remember what you did when you went to the class?

Is there anything else you would like to tell me about?

Now I would like to show you the pictures that I mentioned earlier.

APPENDIX H

TASK FORCE ADVISORY COMMITTEE

Composition and Nature of Involvement

The Division of Childhood and Parenting has relied upon an advisory group or Task Force of experts from the Region since the inception of the Division. In the past, the advisory group has been composed primarily of leaders in the areas of early childhood or elementary education from the State Departments of Education in the states served by AEL. These are people who are knowledgeable and interested in early childhood in the Region. They are in a position to be most influential in implementing AEL's regional purposes. These people are aware of the activities in their states that involve children and parents and are familiar with exemplary programs throughout their states.

Since this small group of people has been familiar with and involved in the Division's activities over several years and are in positions of responsibility in their states, they serve as a core group for an expanded Task Force Advisory Group for the Regional Parenting Surveys. This provides continuity to the group and maintains the Division's linkages with the various State Departments of Education. To create at the same time a more diverse interdisciplinary group, appointments to the Task Force were made from volunteer programs, family services groups, child development programs, mental health, special education and state-wide parenting volunteer programs.

The following strategy was used to select additional new members: (1) Division staff, using NIE Project Officer guidelines, identified the areas of expertise needed for the Task Force. (2) The AEL Associate Director of Research and Evaluation, who is very familiar with the strengths of each member state, met with Division staff and helped identify strengths for each state. This resulted in the assignment of a special area of expertise for the new Task Force member from each state. (3) The Associate Director contacted the AEL Executive Board Member from each state, indicating the expertise needed from that state and asked the Board member to nominate a person for membership. The nominee was then contacted by Division staff and informed of the responsibility and obligations involved. Agency awareness and consent for this assignment was secured for each new member. All persons nominated accepted the assignment.

The enlarged Task Force now consists of fifteen members and three alternates. All seven of the regional states are represented. The members encompass a variety of disciplines, levels, and perspectives related to the field of parenting. (See Attachment A.) Some of the members represent the state administrative level relative to parenting; two are concerned with the special child and his/her family; one represents the mental health and legal aspects of parenting; two share the perspective of the local program director and another has the perspective of a volunteer and a parent program participant.

The entire group will be involved in the Parenting Research Program on an on-going basis following the current Regional Parenting Surveys. The first major orientation and work session for the Task Force will be held on October 22-23, 1978, and all members or their alternate have indicated that they will attend.

This initial meeting will establish goals for the Task Force, orient the members to their responsibilities and provide group work sessions whereby the members can provide direct input to the Division staff.

At this meeting, it is anticipated that the Task Force members, in conjunction with Division staff, will establish a working definition of parenting, thereby defining the parameters of the project. They will also develop criteria for screening exemplary programs so that identification of such programs can begin. The group will be encouraged to examine the idea of interdisciplinary approaches to providing parenting services and to begin a sharing of creative ideas, while becoming more fully aware of the possibilities involved in such an approach. A long-range goal for the Task Force members will be to initiate or further interaction with other disciplines in their respective states. Accomplishment of this goal will require their establishing an interdisciplinary approach to parenting; sharing information across disciplines; and cooperating in looking at duplication of and gaps in services.

It is expected that the Task Force will be actively involved in the Regional Surveys Project work. This includes defining what is important in their states for planning and operating programs. The members will be asked to assist in carrying out the Surveys by making key contacts with other agencies in their state or region. Collaborative efforts of the Task Force and Divisional staff will be crucial to the design and distribution of the Survey instruments. The Task Force members will also be important in the design of the overall Surveys in terms of establishing sampling procedures, and by assisting with program identification.

Finally, the Task Force will react to the HOPE Follow-Up research that is currently being conducted by the Division and share this information with others in the seven-state region.

This initial involvement of the Task Force is crucial to the success of the Surveys. The group will be involved in the initial planning work at the October meeting, and will be contacted on an individual basis by letter and by phone regarding the instrument construction and the selection of programs. At approximately six-month intervals, the entire group will meet to review the on-going work and to provide additional creative direction and advice related to planned activities.